FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL

District Name: Alachua

Principal: Jennifer Homard

SAC Chair: Jason Hill

Superintendent: Dr. Dan Boyd

Date of School Board Approval:

Last Modified on: 10/9/2012

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	Jennifer Homard	Ed.S./Educational Leadership; M.Ed./Education; B.A.E/Elementary Education		2	Buchholz High School (2010-2011): School Grade—A; Percentage Making Gains in Reading—63%; Percentage Making Gains in Math—82%; Percentage at level 3 or Higher in Reading—68%; Percentage at level 3 or Higher in Math—87%; Percentage at level 3 or Higher in Science—59%; Percentage Meeting the Writing Standard—87%; Percentage of Lowest 25% Making Learning Gains in Reading—50%; Percentage of Lowest 25% Making Learning Gains in Math—75% Buchholz High School (2011-2012): School Grade—unknown as of 08/12; Percentage at level 3 or above for Algebra EOC--82% (9th grade) and 38% (10th grade); Percentage at level 3 or above for Reading--70% (9th grade) and 69% (10th grade); Mean score for 10th grade Writing--3.8

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Sonja Reeves	BS Business Administration	2	2	Rawlings Elementary School (2010-2011): Math meeting high standards 62%, Math learning gains 63%, Math lowest quartile 70%. Black students made AYP; economically disadvantaged did not. Rawlings Elementary School (2011-2012): 3rd Grade Math Making Learning Gains: 53%, 4th Grade Math Making Learning Gains: 39%; 5th Grade Math Making Learning Gains: 29%
Reading	Jennifer Baughtman	Master in Educational Leadership	1	1	Rawlings Elementary School (2011-2012): 3rd Grade Math Making Learning Gains: 53%, 4th Grade Math Making Learning Gains: 39%; 5th Grade Math Making Learning Gains: 29%
Science	Pam Latsko	BA Elementary Education	2	2	Rawlings Elementary School (2010-2011): 15% of students made high standards in Science. Rawlings Elementary School (2011-2012): 31% of students made a Level 3 or Above in Science.
FCIM	Dolores Utley	BA Elementary Ed, MA Curriculum, Specialist Educational LEadership	6	4	Rawlings Elementary School (2010-2011): F, 2009 82% AYP to D 2010 85% AYP D 2011 85% AYP as the FCIMS coach. Rawlings Elementary School (2011-2012): 3rd Grade Math Making Learning Gains: 53%, 4th Grade Math Making Learning Gains: 39%; 5th Grade Math Making Learning Gains: 29%

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	Support for Beginning Year Teachers—monthly meetings	Marlon Jones (BRT); Jason Hill (CRT)	June 8, 2013	
2	Trainings for New-to-Rawlings Teachers	Jason Hill, Marlon Jones Sonja Reeves, Pam Latsko, Delores Utley, Jennifer Baughtmann	August, 2012	
3	District Mentor Program for New Teachers	District Staff-- Dagni Christian (District Mentor Coach)	Ongoing	

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

Instructional staff out of field--2 (1 each--gifted, ESOL) Paraprofessionals out of field--0 Received less than effective ratings--N/A (Waiting for state VAM data)	School and District ESOL Support; Regular meetings with Guidance, BRT, CRT to review strategies, goals; Regular discussions with Principal regarding progress through coursework to obtain ESOL certification and gifted certification.

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
27	11.1%(3)	29.6%(8)	18.5%(5)	40.7%(11)	66.7%(18)	100.0%(27)	18.5%(5)	3.7%(1)	48.1%(13)

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
Nathan Shenk	Dagni Christian, Sonja Reeves, Pam Latsko, Jennifer Baughtmann, Jason Hill, Marlon Jones, team leader	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Beginning Year Mentor Program; weekly meetings with coaches, BRT, CRT, team leaders
Sara Perniciaro	Dagni Christian, Sonja Reeves, Pam Latsko, Jennifer Baughtmann, Jason Hill, Marlon Jones, team leader	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Beginning Year Mentor Program; weekly meetings with coaches, BRT, CRT, team leaders
Kimberly Smoller	Dagni Christian, Sonja Reeves, Pam Latsko, Jennifer Baughtmann, Jason Hill, Marlon Jones, team leader	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Beginning Year Mentor Program; weekly meetings with coaches, BRT, CRT, team leaders
Donna Ritchie	Dagni Christian, Jason Hill, Marlon Jones	Provide Support in Areas of Concern from 2011-2012	Beginning Year Mentor Program; weekly meetings with coaches, BRT, CRT, team leaders
Tammy Barthlett	Dagni Christian, Sonja Reeves, Pam Latsko, Jennifer Baughtmann, Jason Hill, Marlon Jones, team leader	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Beginning Year Mentor Program; weekly meetings with coaches, BRT, CRT, team leaders

	Dagni Christian, Sonja Reeves, Pam Latsko, Jennifer Baughtmann, Jason Hill, Marlon Jones, team leader	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Beginning Year Mentor Program; weekly meetings with coaches, BRT, CRT, team leaders
Gina Dortch			
Megan Turner	Dagni Christian, Sonja Reeves, Pam Latsko, Jennifer Baughtmann, Jason Hill, Marlon Jones, team leader	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Beginning Year Mentor Program; weekly meetings with coaches, BRT, CRT, team leaders
Kessler Hutchinson	Dagni Christian, Sonja Reeves, Pam Latsko, Jennifer Baughtmann, Jason Hill, Marlon Jones, team leader	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Beginning Year Mentor Program; weekly meetings with coaches, BRT, CRT, team leaders

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 double-dose reading and/or math during the regular school day, reading during the extended day, and reading and/or math during the afterschool tutoring sessions. FCIM Coordinator, Reading Coach, Math Coach, and Science Coach are also available to provide direct support and modeling of instructional practices as needed. Inservice trainings to increase student achievement and parental involvement are also planned. Parents will be presented with strategies to assist their child at home. If available, Title I funds will also be used for extended year activities for targeted students.

Title I, Part C- Migrant

Migrant Support Resource Advocates provide services and support to students and parents. The district liaison coordinates with Title 1 and other programs to ensure student's needs are addressed and 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

Title III

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, transportation, school supplies, social services referrals) for students identified as homeless under the McKinney-Veto Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

The school fully supports the district initiative to eliminate bullying from our schools, and plans to implement any activities from the district in relation to such. In addition, the school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities. The school also participates in the Officer Friendly program in partnership with the Gainesville Police Department. Implementation of the Positive Behavior Support model (PBS) will take place in the 2012-2013 school year, with ongoing training being given to staff by our Behavior Resource Teacher.

Nutrition Programs

The school follows the district's nutrition program for summer feeding at select sites. We also received a nutrition grant where each child receives a health fruit or vegetable snack each day. Our school participates in the Feeding America Weekend BackPack Program.

Housing Programs

Head Start

Head Start is housed on Rawlings' campus. The program will follow district guidelines.

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.

Jennifer Homard, Principal: Provide leadership and direction for students to meet NCLB/Race to the Top requirements and to teachers to have the training needed to increase student achievement using effective teaching strategies. The BRT (Marlon Jones), CRT (Jason Hill), Guidance Counselor (Gina Walters) coaches in Reading (Jennifer Baughtmann), Math (Sonja Reeves), and Science (Pam Latsko) help to collect data on student progress towards academic and behavioral goals, analyze data by benchmarks to ensure the concepts are being taught, and ensure that intervention support is available based on the data. The FCIM meetings are used to share data and promote dialogue on ways to meet individual needs, provide professional development opportunities to support the RtI implementation, and participate in Educational Planning Team (EPT) meetings with parents.

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's Leadership Team (Principal, CRT, BRT, Guidance Counselor, Reading Coach, Math Coach, Science Coach, FCIM Coach, and SIG/Bottom 100 Principal in Residence) meets weekly to discuss successes and concerns throughout the school. Areas needing correction or intervention are assigned to a member on the team to evaluate the area and devise an action plan. This may include: professional development, assisting with interventions to implement, pacing of academics, recommendations for reassessing students, brainstorming interventions for students, and other areas.

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 RtI Leadership Team works with representatives from each grade level and collects strategies to include in the School Improvement Plan. Team Leader meetings are held monthly, as are Faculty meetings to monitor implementation of the plan. Members of the RtI Leadership Team also hold membership on specific committees which support the SIP. Notes are taken at

all meetings to ensure concerns are addressed in a timely manner and strategies listed in the plan are incorporated into the school calendar. Representatives share information discussed with all members on their specific teams.

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.

Baseline data is collected in September: Stanford (K-5); FAIR (K-5); Go Math! (3-5); District On-Track Reading and Math testing (3-5) and Science (5). Beginning in October, Macmillan Reading Benchmark assessments are given.

Mid-Year: Fair (K-5); Macmillan Reading Benchmak Tests (1-5); Go Math! (K-2); On-Track Math (3-5); On-Track Science (5) is administered.

End of the Year: Stanford (K-5); FAIR (K-5); Macmillan Reading Benchmark Test (1-5); Go Math! (K-2); On-Track Math (3-5); On-Track Science (5) is administered.

Baseline, Mid-Year, and End of the Year data is analyzed by the Leadership Team by strand, student gender, race, SES, ESE, etc.

In addition, between the three benchmark assessments:

• All math chapter or unit tests are scored and an item analysis is completed by K-5 teachers. These scores and analyses are then forwarded to the CRT and Principal to review. Data is shared at the RtI Leadership meetings and as needed, and additional support is then provided based on these results.
• All reading theme tests, unit tests, and fluency results are also scored and analyzed by K-5 teachers and then forwarded to the CRT and Principal to review. Data is shared at the RtI Leadership meetings and as needed, and additional support is then provided based on these results.
• Data is given to the coaches in their respective curriculum areas to analyze with the team and is used to provide guidance in areas of weakness. Intervention needs are also identified during this process.

During Preplanning Week 2012, all instructional staff was given the district's testing calendar, as well as the school calendar with important benchmark testing dates listed. The Coaches provided guidance over the summer to each grade level to create math, science, and reading instructional calendars. The Guidance Counselor, Coaches, and FCIM Coordinator will work with the Principal in providing additional staff training during faculty meetings and grade-level FCIM meetings throughout the year. The CRT will help facilitate the implementation of reviewing the data.
In addition, information regarding new research-based strategies and available materials will be shared throughout the school year to ensure the students' needs are being addressed in a timely manner.

Describe the plan to train staff on MTSS.

Teachers will attend mandatory workshops that address RtI. These will be held during teacher works nights, after school, or through PD360, the district's online professional development program. Informal trainings will be given as needed during monthly faculty meetings and team leader meetings.

Describe the plan to support MTSS.

The RtI Leadership Team will have regularly scheduled meetings that keep all members aware of individual initiatives within the MTSS system. In addition, the Guidance Counselor will provide direct support to teachers to ensure MTSS is being provided with fidelity.

Literacy Leadership Team (LLT)

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

The Literacy Leadership Team (LLT) consists of the Principal, Curriculum Resource Teacher (CRT), FCIM Coordinator, Reading Coach, and one representative from each grade level.

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

The LLT meets every other week to review student data, Classroom Snapshot information, and progress towards benchmark mastery. In addition, a representative from the LLT meets with grade levels to review progress towards interventions implemented on targeted students and together brainstorm strategies to continue or change. Resources are also discussed and revised as needed.

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

Major initiatives will include to continue to monitor the progress of students receiving additional support through RtI, as well as the implementation of reading strategies both in the reading block and in the extended hour that will increase our student reading achievements.

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.

In April, 2013, the district will provide "Kindergarten Round Up" in the schools, and will advertise through posted advertisements, newspapers, radio, and television stations. Rawlings Elementary will advertise this event on the school marquee, through phone homes, in the monthly school newsletters, and on the school's website. During this event, the school holds an afternoon session where parents can fill out necessary paperwork to enroll their child, meet some of the staff, and ask questions concerning the transition to elementary school. The children during this time experience "kindergarten" with our teachers through story time, songs, and hand-on activities. Parents are given informational handouts to help prepare their child with essential skills needed for success in school. In addition, the district office has personnel who work with the VPK program and feeder centers in Alachua County help with the event.

*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

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

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

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

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:	27% of students (30) scored an Achievement Level 3 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% of students (30) scored an Achievement Level 3 in reading.	50% of students will score level three or higher in grades three through five and/or meet Safe Harbor criteria.

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	Instructional staff needs training regarding writing in the content areas.	Cross content writing in K-5 Classrooms School writing plan, K-5 Training for CRT, Reading Coach, 4th grade teachers	Principal, Coaches and CRT	Aug. implementation of Math and Science Journals, Weekly monitoring of Lesson Plans,Review Sept., Jan., May writing prompts	Journals, Weekly Lesson Plans will include writing activities across the content area, scoring of district writing prompts
2	Instructional staff needs training regarding higher order thinking and questioning.	Higher Order Thinking questioning strategies will be used in all subject areas.	Principal, Coaches, and CRT	Classroom Observations, monthly monitoring of Lesson Plans, Analysis of Benchmark assessments Beginning of Year, Mid Year, End of Year	Benchmark Assessments will show improvements, FCAT scores will increase
3	Instructional staff needs training regarding the coaching model in reading, math, and science.	Use of coaching model in Reading, Math and Science.	Principal,Coaches	Coaches Log and Observations	Coaches Log
4	Availability of books at different lexile levels for classrooms.	Media center books and classroom libraries will be lexile labeled.	Media Specialist, Classroom Teacher, Reading Coach	Media Center and classroom library walkthroughs. Classroom libraries targeted monthly for lexiling.	Walkthroughs, increase in inventory Monitored progress of student lexile levels and goals.
5	Instructional staff needs training regarding gradual release model	Gradual Release model will be used by all teachers.	Principal	Classroom Observations, weekly monitoring of lesson plans	Lesson Plans will reflect the gradual release model
6	Instructional staff needs training regarding FAIR testing	The school with assistance from the Reading Coach will continue to administer the FAIR assessment to monitor student progress.	Principal, CRT, Reading Coach and Classroom teachers	Review of FAIR data report to ensure teachers are assessing students according to schedule and using data to address students' reading needs three times per year	Printout of FAIR assessment data.
7	Poor attendance and/or lack of motivation	Remediation offered to students not meeting Reading benchmark standards to make up for missed instruction.	Principal and CRT	Review assessment data and attendance monthly. Students assessments will indicate improvments	Macmillan testing, FAIR, FCAT assessments will indicate increase.

8	Instructional staff needs training regarding data chats	FCIM Facilitaor will conduct Data Chats with grade level teams.	Principal, FCIM Facilitator	Quarerly review of Data Chat meeting notes	Data notebooks
9	Instructional staff needs time to meet in professional learning communities.	Professional Learning Communities-cross curricular grade level discussions. Common day of planning for each grade level, with the coaches and CRT	Principal, CRT, Reading, Math, and Science Coaches	Monthly analysis of student data to guide instruction.	Student data will indicate growth in academic areas
10	Instructional staff needs training regarding vocabulary development	Vocabulary Development Program will be implemented in grades 1-5. All teachers will be trained on the Building Vocabulary program.	Reading Coach	Lesson plans,Coaching, observations, walkthrougths	FAIR results, Reading Benchmark tests
11	Planning time	Reading Focus lessons will be developed by grade level teams and FCIM Facilitator.	FCIM Facilitator, Reading Coach, Classroom teachers	Classroom observations, walkthroughs.	Lesson Plans, Focus Lesson calendars
12	Instructors need time to meet to develop specific instructional focus calendars.	Grade level teams will develop specific Instructional Focus Calendars with assistance from FCIM facilitator, and coaches.	FCIM Facilitator, Reading, Math, and Science Coaches, CRT, Principal	Completed IFCs, classroom walkthroughs	Walkthroughs, Benchmark assessments and FAIR.
13	Instructional staff needs time to implement lesson study	Lesson Study model will continue to be used.	Principal, Reading, Math, and Science Coaches, Classroom Teachers	Fidelity to lesson study model.	Completed lesson plans, walkthroughs
14	Students will need access to computers to utilize FCAT Explorer	Students in grades 3-5 will utilize FCAT Explorer which provides FCAT practice in Reading.	CRT	Review FCAT Explorer records	FCAT Explorer assessments will indicate growth
15	Instructional staff needs training regarding science instruction through leveled readers	Differentiate science instruction through leveled readers.	Classroom teacher CRT Science Coach Reading Coach	Lesson plans, observation	Student assessments
16	Schedule needs to reflect extended day times each day.	Extend Reading block for one hour each day to allow for differentiated instruction by classroom teacher and teacher tutors.	Principal, CRT, Reading Coach	Lesson plans, walkthroughs	Lesson plans, FAIR, Benchmark and reading assessments.
17	Instructional staff needs training regarding print rich environment	Emphasis on a Print Rich Environment, K-5 through use of interactive word walls, lexiled classroom libraries, extended reading activities and time.	Principal, CRT, Reading Coach	Walkthroughs	FAIR, Benchmark and reading assessments.
18	Instructional staff needs training regarding analysis of FAIR data and differentiation	Continued emphasis on analysis of FAIR data to inform and differentiate Reading instruction.	FCIM facilitator, Reading Coach, Principal, CRT	Lesson plans, Walktrhroughs	FAIR data
19	K-2 instructional staff needs training to use the Waterford reaading program with fidelity.	All K-2 teachers, the Reading Coach, and the CRT will be trained on the program during preplanning.	Principal, CRT, Reading Coach	FAIR scores, teacher evaluations	FAIR Scores, Waterford reports
20	Tardies, early check-out from school, poor attendance	Build in school incentives for good school attendance. Refer unresolved excessive absence cases to truant Officer following School Board policies and	BRT	Monitor attendance and early check-outs monthly.	Attendance reports, check-out monitoring system.

		procedures. Implement Positive Behavior Support program in school.			
21	Parental involvement with reading at home	Read and respond logs	teacher	Teacher records	FAIR, Benchmark, and Reading assessments.
22	No anticipated barriers	After school tutoring provided for students through 21st. Century and SES programs.	Principal, CRT, FCIM, Reading Coach, teachers	Lesson plans, walkthroughs	FAIR, Benchmark and Reading assessments. Assessments from programs used for tutoring.

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:	In 2012, 50% (1) of students scored a 4, 5, or 6 on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% (1) of students scored a 4, 5, or 6 on the Florida Alternate Assessment.	In 2013, 50% of students will score a 4, 5, or 6 on the Florida Alternate Assessment.

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	High absenteeism/tardy rate	Offer incentives for attendance	Principal, BRT	Walk Throughs, Attendance Reports	Infinite Campus Reports
2	Appropriate instructional materials	Inventory current materials; purchase research-based materials	Principal, CRT	Lesson Plans, Walk Throughs	Informal and formal tests; pupil progression through tested standards
3	New teacher in Self-Contained Classroom	Offer assistance from district and school-based mentors	Principal	Lesson plans, Walk Throughs	Informal and formal observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency level 4 and 5 will increase by 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (9) of students scored at or above Achievement Level 4 in reading.	There will be an increase of ten percent of students scoring at or above Achievement Level 4 in reading.

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
	Availability of books at	Media center books and	Media Specialist,	Media Center and	Walkthroughs

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1	different lexile levels for classrooms. Motivating students to check out books.	classroom libraries will be lexile labeled.	Classroom Teacher, Reading Coach	classroom library walkthroughs. students record of monthly check out by students.	Student check out record.
2	Time for instructors to focus on lesson study	Lesson Study model will continue to be used in reading, math, and science.	Principal, Reading, Math, and Science Coaches, Classroom Teachers	Fidelity to lesson study model.	Completed lesson plans, walkthroughs
3	Enough computers to allow all students to utilize FCAT Explorer, prepare for the 5th grade FCAT Math.	Students in grades 3-5 will utilize FCAT Explorer which provides FCAT practice in Reading and Science (gr.5). Give 5th graders plenty of time on classroom computers to use the ePat and Go Math! computer practice games.	CRT	Review FCAT Explorer records	FCAT Explorer assessments
4	Time to meet with students and team members to conduct and plan for data chats	FCIM Facilitator will conduct Data Chats with grade level teams. Plans for differentiation for proficient students will be developed.	Principal, FCIM Facilitator, Grade level teams, Reading Coach	Quarterly Data Chat meeting notes.	Data Notebooks, Lesson Plans
5	Time to continue training in differentiated instruction. Teachers having time to plan for differentiation.	Differentiated Instruction with a focus on proficient students will be a part of Reading block. Provide substitutes for grade levels to plan together for one day.	Principal, CRT, Reading Coach	Observations, and walkthroughs	Lesson Plans
6	Schedule that reflects the extended day.	Extend each day by one hour to provide an extra 60 minutes of reading instruction, to allow for differentiated instruction by classroom teacher and teacher tutors.	Principal, CRT, Reading Coach	Lesson plans, walkthroughs	Lesson plans, FAIR, Benchmark and reading assessments
7	Time for coaches and teachers to meet to analyze FAIR data	Continued emphasis on analysis of FAIR data to inform and differentiate Reading instruction.	FCIM facilitator, Reading Coach, Principal, CRT	Lesson plans, Walktrhroughs quarterly FAIR meeting notes	FAIR data
8	Students not taught on instructional level.	Regroup of students based on placement assessments and teacher input.	Reading Coach, CRT, reading teachers	Weekly assessments, observations, classroom walk through	FAIR, FCAT, Weekly assessments
9	No Anticipated Barriers	Higher Order Thinking questioning strategies will be used in all subject areas.	Principal and CRT	Classroom Observations, Lesson Plans	Benchmark Assessments, FCAT

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:	In 2012, 50% (1) of students scored a 7 or higher on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% (1) of students scored a 7 or higher on the Florida Alternate Assessment.	In 2013, 75% of students will score a scored a 7 or higher on the Florida Alternate Assessment.

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	High absenteeism and tardy rate	Offer classroom incentives for attendance	Principal, BRT	Walk throughs, monitoring attendance through reports	Infinite Campus reports
2	Challenging students to continue to make progress	Enrichment activities within the classroom	Principal, CRT	Walk throughs, lesson plans	Informal and formal observations; student progress on tests and assignments

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:	52% (38) of students made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (38) of students made learning gains in reading.	Seventy-five percent of students will make learning gains in reading in 2013.

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 Planning time.	Reading Focus lessons will be developed by grade level teams and FCIM Facilitator.	FCIM Facilitator	Observations, walkthroughs	Mini-Assessments will indicate improvement
2	Fitting intervention groups within the schedule	Students who did not score at Mastery on FCAT reading will receive at least 30 min. of intensive reading instruction daily.	Principal, CRT, Reading Coach	Monthly Progress Monitoring assessments. school schedule	Ongoing Progress Monitoring tools. Intervention assessments within program used.
3	Increase the amount of instructional time to fit the extended day requirements.	Extend the day by 60 minutes to allow for an extra hour of reading instruction by classroom teacher and teacher tutors.	Principal, CRT, Reading Coach	Lesson plans, walkthroughs	Lesson plans, FAIR, Benchmark and reading assessments.
4	Computer time for each child to participate in intervention, diagnostic, and enrishment programs.	Students will have daily access to computers in the classroom. Utilize the new computer lab, once its installation in October, 2012.	Principal, CRT, Math Coach	Lesson plans, walkthroughs, monthly analysis of computer reports	Lesson plans, student assessments will indicate improvement
5	Tardies early checkouts, poor attendance	Classroom incentives for attendance.	BRT	monitor attendance on a weekly basis	attendance reports printed monthly should show increase in attendance.

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. Reading Goal #3b:	No students that took the 2012 Florida Alternative Assessment were in the situation for making gains (2 students were 3rd graders, 1 was a 5th grader who took the test for the first time).

2012 Current Level of Performance:	2013 Expected Level of Performance:
No students that took the 2012 Florida Alternative Assessment were in the situation for making gains (2 students were 3rd graders, 1 was a 5th grader who took the test for the first time).	50% of the students taking the Florida Alternative Assessment in 2013 will make gains.

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	Offering appropriate, yet challenging curriculum	Ensure lessons are individualized for each student; weekly meetings with the ESE team and CRT	Principal, CRT	Monitoring student progress with assignments and tests, classroom walk throughs	Formal and informal assessments; walk through 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Sixty-eight percent of students of the Lowest Quartile made learning gains in 2012.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty-eight percent of students of the Lowest Quartile made learning gains in 2012.	Seventy-five percent of students will score level three or higher in grades three through five and/or meet Safe Harbor criteria.

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	Student attendance	Daily remediation of lowest quartile students by teacher tutors.	Principal, CRT, Reading Coach	Mini-assesments, Ongoing Progress Monitoring data, Analysis of data from the remediation program being used, monthly reports from district attendance program.	Read Naturally assessments, Assessments from Building Levels of Comprehension, Rewards, Kaleidescope, SRA Early Interventions in Reading, Zoom, and Fous programs.
2	Time for continued training in differentiated instruction	Continued professional development in Differentiating Instruction during core instruction.	Reading Coach, CRT	Completion of follow-up activities, lesson plans, observation, walk throughs.	Benchmark assessments, FCAT weekly and Unit assessments from Macmillan.
3	Time for teacher training	Continued professional development and use of MacMillan Reading series by Reading Coach. Providing substitutes for teachers to have a day of common planning.	Principal, CRT	Completion of follow-up activities, weekly lesson plans, observation, walk throughs.	Lesson Plans
	Time to meet to develop	Reading Focus lesson will	FCIM facilatator,	formal and informal	Lesson Plans,

4	focus lessons, adding focus lessons during the instructional day	be developed by grade level teams and FCIM Facilitator.	Reading Coach	Observations, monthly walkthroughs	Completed Focus Lesson calendar.
5	Training in Read Naturally and waterford, student access to computers during the instructional day	Implementation of Read Naturally and Waterford programs to develop fluency and comprehension for students in the lowest quartile.	Reading Coach	Bi-weely review of Read Naturally and Waterford data	FAIR, Reading Assessments, Read Naturally assessments will all show improvement
6	Teacher training on new programs, time for training and implementation	Implementation of Building levels of Comprehension(gr. 4&5), REWARDS(gr. 3), EIR (gr.1-2)and ZOOM and FOCUS remediation programs	Reading Coach, CRT	Ongoing Progress Monitoring data, Analysis of data from the remediation program being used.	Ongoing Progress Monitoring data, FAIR and Benchmart assessments.
7	Training on differentiated instruction, time to plan	Differentiated Instruction with a focus on non-proficient students will be a part of Reading block.	Principal, CRT, Reading Coach	formal and informal Observations, and monthly walkthroughs	Lesson Plans
8	School schedule	Extra 60 minute Reading block each day to allow for differentiated instruction by classroom teacher and teacher tutors.	Principal, CRT, Reading Coach	Weekly lesson plans, monthly walkthroughs	Lesson plans, FAIR, Benchmark and reading assessments.
9	Teacher training on FAIR, time to analyze data	Continued emphasis on analysis of FAIR data to inform and differentiate Reading instruction.	FCIM facilitator, Reading Coach, Principal, CRT	Weekly lesson plans, monthly walk throughs,bi-weekly team meetings	FAIR data
10	Tardies, early checkouts, poor attendance	classroom incentives for attendance.	BRT	Monitor attendance	Attendance reports

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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:	Subgroups not making satisfactory progress in reading include: Black 64% (65); Hispanic 100% (2); White 0% (0); Students with Disabilities 80% (16); Free and Reduced Lunch 65% (71)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Subgroups not making satisfactory progress in reading include: Black 64% (65); Hispanic 100% (2); White 0% (0); Students with Disabilities 80% (16); Free and Reduced Lunch 65% (71)	Each subgroup will see a greater percentage of students within that subgroup make satisfactory progress in reading, by at least 10%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to write focus lessons, implementing focus lessons during the instructional day	Reading Focus lesson will be developed by grade level teams and FCIM Facilitator.	FCIM facilatator, Reading Coach	Formal and informal observations, monthly walk throughs, weekly lesson Plans	Completed Focus lesson calendar, evidence in lesson plans of the focus lesson
2	Due to the mobility of Students, instructional time is lost	Daily remediation of students by teacher tutors reduces the lost instructional time.	Principal, CRT, Reading Coach	Weekly Mini-assesments, Ongoing Progress Monitoring data,	Analysis of data from the remediation program being used. Read Naturally assessments, Assessments from Building Levels of Comprehension, Rewards, Kaleidescope, SRA Early Interventions in Reading, Zoom, and Fous programs. Assessmnets will show improvment.
3	Training in differentiated instruction, time to plan	Differentiated Instruction with a focus on non-proficient students will be a part of Reading block.	Principal, CRT, Reading Coach	Formal and informal observations, and monthly walk throughs	Lesson plans will show differentiated
4	Training of Read Naturally and Waterford, student access to computers	Implementation of Read Naturally and Waterford programs to develop fluency and comprehension for students in the lowest quartile.	Reading Coach	Review of Read Naturally and Waterford data biweekly	FAIR, Reading Assessments, Read Naturally assessments.
5	Tardies, early checkouts, poor attendance	classroom incentives for attendance.	BRT	Monitor attendance	Attendance reports

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:	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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	

Reading Goal #5D:

2012 Current Level of Performance:	2013 Expected Level of Performance:

	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 to train teachers on Focus lessons, time to plan focus lessons, time to add focus lessons to the instructional day	Reading Focus lesson will be developed by grade level teams and FCIM Facilitator.	FCIM facilatator, Reading Coach	Observations, walk throughs, Lesson Plans Completed weekly	Focus Lesson calendar
2	Mobility of Students	Daily remediation of students by teacher tutors.	Principal, CRT, Reading Coach	Mini-assesments, Ongoing Progress Monitoring data,	Analysis of data from the remediation program being used. Read Naturally assessments, Assessments from Building Levels of Comprehension, Rewards, Kaleidescope, SRA Early Interventions in Reading, Zoom, and Fous programs.
3	Time to train teachers in differnetiated instruction, time to plan differentiation	Differentiated Instruction with a focus on non-proficient students will be a part of Reading block.	Principal, CRT, Reading Coach	formal and informal Observations, and monthly walkthroughs	weekly Lesson Plans will includ differentiation
4	Time to train teachers on Read Naturally and Waterford, student access of computers	Implementation of Read Naturally and Waterford programs to develop fluency and comprehension for students in the lowest quartile.	Reading Coach	Review of Read Naturally and Waterford data biweekly	FAIR, Reading Assessments, Read Naturally assessments
5	Training guidance couselour, and ese teachers	Focused and specific strategies written in IEPs with implemenataion by ESE professionals.	Principal, CRT	Monthly walk throughs, weekly lesson plans	Lesson plans, schedules, observations, FAIR, Reading Assements, Math 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:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	65% (71) of students within the economically disadvantaged subgroup did not make progress in reading in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (71) of students within the economically disadvantaged subgroup did not make progress in reading in 2012.	The percentage of students within this subgroup not making progress in reading will decrease by 15% in 2013.
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	training of teachers in differentiation, time to plan to differentiate	Differentiated Instruction with a focus on non-proficient students will be a part of Reading block.	Principal, CRT, Reading Coach	formal and informal Observations, and monthly walkthroughs	weekly Lesson Plans
2	training of teachers in differentiation, time to plan to differentiate	Continued professional development in Differentiating Instruction during core instruction.	Reading Coach, CRT	Completion of follow-up activities. Lesson plans, observation, walk throughs.	Benchmark assessments, FCAT weekly and Unit assessments from Macmillan.
3	time to train teachers in Read Naturally, student access to computers during instructional day	Implementation of Read Naturally program to develop fluency and comprehension for students in the lowest quartile.	Reading Coach	Review of Read Naturally data biweekly	FAIR, Reading Assessments, Read Naturally assessments should show improvement
4	training teachers in different reading programs	Implementation of Building levels of Comprehension(gr. 4&5), REWARDS(gr. 3), EIR (gr.1-2)and ZOOM and FOCUS remediation programs	Reading Coach, CRT	Ongoing Progress Monitoring data, Analysis of data from the remediation program being used.	Ongoing Progress Monitoring data, FAIR and Benchmart assessments.
5	training of teachers in differentiation, time to plan to differentiate	Differentiated Instruction with a focus on non-proficient students will be a part of Reading block.	Principal, CRT, Reading Coach	Observations, and walkthroughs	Lesson Plans
6	time to train teacher in analyzing FAIR data, time to plan to differentiate using the data	Continued emphasis on analysis of FAIR data to inform and differentiate Reading instruction.	FCIM facilitator, Reading Coach, Principal, CRT	weekly Lesson plans, monthly walkthroughs	FAIR data
7	Tardies, early checkouts, poor attendance	classroom incentives for attendance.	BRT	Monitor attendance	Attendance reports
8	Student inattentiveness and behavior issues	PBS continue to address the issue of student behavior	PBS team BRT	Data on number of referrals, classroom walk through	Number of referrals

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
Waterford Training	K-2	Principal	K-2 Classroom Teachers, Reading Coach, CRT	Preplanning--1 day	Implementation of program throughout the year	Principal, CRT, Reading Coach
Kagan Training	K-5	District Kagan Coach	K-5, BRT, CRT, Coaches	Monthly	Classroom Snapshot Data	Principal, BRT, CRT
Literacy Work Stations	K-5	Reading Coach	All new teachers, any teacher who has been trained that needs a refresher	Fall, 2012	Classroom Snapshot data	Principal, CRT, Reading Coach
Building Vocabulary	K-5	Reading Coach	School-wide	August, 2012	Implementation of program within Extended Day; classroom walk throughs	Principal, CRT, Reading Coach

				Weekly at the start of the year, eventually becoming monthly, based on need	Classroom Snapshots data; reading data from benchmark tests and fluency readings	Principal, CRT, Reading Coach
Extended Day Support	K-5	Reading Coach	School-wide			
District Lesson Study Initiative	K-5	Principal	All teachers participating in the lesson study initiative for their final evaluation	Late Winter/early Spring	Reflections from the lesson study participation; principal will monitor small group activities	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention Material	State-approved Research-based materials	Title I, SIG	$2,500.00
Extended Day--Coaches, BRT, CRT, Resource Teachers (classroom teachers funded by district monies)		Title I, SIG	$40,000.00
Extra teacher planning and data analysis, PLCs		Title I, SIG	$10,000.00
			Subtotal: $52,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Listening Stations	CD Players, Headphones	SIG	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Work Stations	Books	Title I	$250.00
Lexile Libraries	Books	Title I	$250.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Coach, FCIM Facilitator, Teacher Tutors		Title I, SIG	$275,000.00
			Subtotal: $275,000.00
			Grand Total: $328,500.00

End of Reading Goals

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:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	
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				

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:	N/A
2012 Current Percent of Students Proficient in reading:	
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				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	N/A
2012 Current Percent of Students Proficient in writing:	
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				

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
			$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:	27% (30) of students scored an Achievement Level 3 in math in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (30) of students scored an Achievement Level 3 in math in 2012.	35% of students will score a Level 3 or higher on the 2013 FCAT Math.

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	Instructional staff needs training regarding writing in the content areas.	Cross content writing in K-5 Classrooms School writing plan, K-5 Training for CRT, Reading Coach, 4th grade teachers	Principal, Coaches and CRT	Aug. implementation of Math and Science Journals, Weekly monitoring of Lesson Plans,Review Sept., Jan., May writing prompts	Journals, Weekly Lesson Plans will include writing activities across the content area, scoring of district writing prompts
2	Instructional staff needs training regarding higher order thinking and questioning.	Higher Order Thinking questioning strategies will be used in all subject areas.	Principal, Coaches, and CRT	Classroom Observations, monthly monitoring of Lesson Plans, Analysis of Benchmark assessments Beginning of Year, Mid Year, End of Year	Benchmark Assessments will show improvements, FCAT scores will increase
3	Instructional staff needs training regarding the coaching model in reading, math, and science.	Use of coaching model in Reading, Math and Science.	Principal,Coaches	Coaches Log and Observations	Coaches Log
4	Instructional staff needs training regarding gradual release model	Gradual Release model will be used by all teachers.	Principal	Classroom Observations, weekly monitoring of lesson plans	Lesson Plans will reflect the gradual release model
5	Instructional staff needs training regarding data chats	FCIM Facilitaor will conduct Data Chats with grade level teams.	Principal, FCIM Facilitator	Quarerly review of Data Chat meeting notes	Data notebooks
6	Instructional staff needs time to meet in professional learning communities.	Professional Learning Communities-cross curricular grade level discussions. Common day of planning for each grade level, with the coaches and CRT	Principal, CRT, Reading, Math, and Science Coaches	Monthly analysis of student data to guide instruction.	Student data will indicate growth in academic areas
7	Instructors need time to meet to develop specific instructional focus calendars.	Grade level teams will develop specific Instructional Focus Calendars with assistance from FCIM facilitator, and coaches.	FCIM Facilitator, Reading, Math, and Science Coaches, CRT, Principal	Completed IFCs, classroom walkthroughs	Walkthroughs, Benchmark assessments and FAIR.
8	Instructional staff needs time to implement lesson study	Lesson Study model will continue to be used.	Principal, Reading, Math, and Science Coaches, Classroom Teachers	Fidelity to lesson study model.	Completed lesson plans, walkthroughs
	Instructional staff needs	Implementation of new	Principal	Lesson plans, classroom	Science

9	training regarding the science curriculum and making the curriculum hands on.	science curriculum.	CRT Science Coach	observations, walkthroughs	assessments will indicate improvements
10	Schedule needs to reflect science block k-5.	Implementation of science block K-5 four days a week.	Principal CRT Science Coach	Lesson plans, classroom observations, walkthrough	Lesson plans, walkthroughs
11	Science lab needs to be maintained and utlized.	Plan specific time for each class in the science lab.	Principal CRT Science Coach	Lesson plans and classroom walkthroughs.	Informal assessments will indicate improvements
12	Instructional staff needs training regarding GEMS and AIMS	Utilize AIMS and GEMS activities.	Classroom teacher Science Coach	Lesson plans, observation	Student assessments
13	Instructional staff needs training regarding science instruction through leveled readers	Differentiate science instruction through leveled readers.	Classroom teacher CRT Science Coach Reading Coach	Lesson plans, observation	Student assessments
14	Instructional staff needs training regarding 5E model	K-5 teachers will use the 5E Model for science instruction.	Principal CRT Science Coach	Classroom observation	Lesson Plans
15	Staff needs time to conduct data chats	Teachers will conduct Data Chats with students to help students set individual learning goals.	Classroom teachers, FCIM Facilitator, Math Coach, Principal, CRT	Data Chat notes	Data Notebooks, student assessments will indicate improvements
16	Students need to use math journals on a regular basis.	Teachers will implement Math Journals such that students are writing to explain mathematical reasoning.	Classroom teachers, Math Coach, Principal, CRT	Math Journals, lesson plans	Math Journals, student assessments will indicate improvements
17	Staff needs time to implement calendar math with fidelity each day.	Calendar Math will be implemented grades K - 5.	Principal, CRT, Math Coach	Lesson plans, walkthroughs	Student assessments will indicate improvements
18	Instructional staff needs training regarding Reflex Math	Reflex Math will be implemented in grades 2 - 5 to improve math fact fluency.	Principal, CRT, Math Coach	Lesson plans, walkthroughs	Lesson plans, walkthroughs, student assessments will indicate improvements

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:	In 2012, 0% (0) of students scored a 4, 5, or 6 on the Florida Assessment Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% (0) of students scored a 4, 5, or 6 on the Florida Assessment Math test.	In 2013, 25% (1) of students will score a 4, 5, or 6 on the Florida Assessment Math test.

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	High absenteeism/tardy rate	Offer incentives for attendance	Principal, BRT	Walk Throughs, Attendance Reports	Infinite Campus Reports
2	Appropriate instructional materials	Inventory current materials; purchase research-based materials	Principal, CRT	Lesson Plans, Walk Throughs	Informal and formal tests; pupil progression through tested standards

3	New teacher in Self-Contained Classroom	Offer assistance from district and school-based mentors	Principal	Lesson plans, Walk Throughs	Informal and formal observations

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	14% (16) of students scored at or above Achievement Level 4 in math in 2012.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
14% (16) of students scored at or above Achievement Level 4 in math in 2012.	25% of students will score at or above Achievement Level 4 in math in 2013.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>Time for instructors to focus on lesson study</td>
<td>Lesson Study model will continue to be used in reading, math, and science.</td>
<td>Principal, Reading, Math, and Science Coaches, Classroom Teachers</td>
<td>Fidelity to lesson study model.</td>
<td>Completed lesson plans, walkthroughs</td>
</tr>
<tr>
<td>2</td>
<td>Enough computers to allow all students to utilize FCAT Explorer, prepare for the 5th grade FCAT Math.</td>
<td>Students in grades 3-5 will utilize FCAT Explorer which provides FCAT practice in Reading and Science (gr.5).

Give 5th graders plenty of time on classroom computers to use the ePat and Go Math! computer practice games.</td>
<td>CRT</td>
<td>Review FCAT Explorer records</td>
<td>FCAT Explorer assessments</td>
</tr>
<tr>
<td>3</td>
<td>Continued training and planning to increase higher order questioning</td>
<td>Teachers will increase frequency of higher order questioning opportunities, increase requiring students to justify their responses to questions, and focus on the process to solve multi-step word problems.

Training will be ongoing and will be provided during monthly faculty meetings.</td>
<td>Principal, CRT, Math Coach</td>
<td>weekly Lesson plan reveiw, monthly walkthroughs</td>
<td>Lesson plans, student assessments will indicate improvement</td>
</tr>
<tr>
<td>4</td>
<td>Time to conduct data chats</td>
<td>Teachers will use Data Chats with students to help students set individual learning goals</td>
<td>Principal, CRT, FCIM Facilitator, Math Coach</td>
<td>quarterly Data chat notes</td>
<td>Data Notebooks, student assessments will indicate improvement</td>
</tr>
<tr>
<td>5</td>
<td>Enriching the educational experience for a minority group of students with in the instructional day</td>
<td>Differentiated instruction with a focus on proficient students will be a part of Math block</td>
<td>Principal, CRT, Math Coach</td>
<td>weekly Lesson plans, walkthroughs</td>
<td>Lesson plans, student assessments will indicate improvement</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:

2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In 2012, 50% (1) of students scored a 7 or higher on the Florida Assessment Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% (1) of students scored a 7 or higher on the Florida Assessment Math test.	In 2013, 75% of students will score a 7 or higher on the Florida Assessment Math test.

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	High absenteeism and tardy rate	Offer classroom incentives for attendance	Principal, BRT	Walk throughs, monitoring attendance through reports	Infinite Campus reports
2	Challenging students to continue to make progress	Enrichment activities within the classroom	Principal, CRT	Walk throughs, lesson plans	Informal and formal observations; student progress on tests and assignments

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:	69% (50) of students made learning gains in math in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (50) of students made learning gains in math in 2012.	In 2013, 80% of students will make learning gains in math.

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 out of the instructional day and pacing to conduct data chats	Teachers will conduct Data Chats with students to help students set individual learning goals.	Principal, CRT, FCIM Facilitator, Math Coach	Data chat notes	Data Notebooks, student assessments will indicate improvement
2	Continue implementing Calendar Math with fidelity.	Calendar Math will be inplemented grades K - 5.	Principal, CRT, Math Coach	Weekly lesson plans, monthly walkthroughs	Lesson plans, student assessments will indicate improvement
3	Computer time for each child to participate in intervention, diagnostic, and enrishment programs.	Students will have daily access to computers in the classroom. Utilize the new computer lab, once its installation in October, 2012.	Principal, CRT, Math Coach	Lesson plans, walkthroughs, monthly analysis of computer reports	Lesson plans, student assessments will indicate improvement

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:		No students that took the 2012 Florida Alternative Assessment were in the situation for making gains (2 students were 3rd graders, 1 was a 5th grader who took the test for the first time).		

2012 Current Level of Performance:	2013 Expected Level of Performance:
No students that took the 2012 Florida Alternative Assessment were in the situation for making gains (2 students were 3rd graders, 1 was a 5th grader who took the test for the first time).	In 2013, 50% of the students will make learning gains in math on the Florida Alternative Assessment.

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	Offering an appropriate, yet challenging, curriculum for students to continue to make progress	Ensure lessons are individualized for each student; weekly meetings with the ESE team and CRT	Principal, CRT	Review Lesson plans, complete classroom walk throughs, review test data	Walk through data, students' testing 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	91% (20) of students in the lowest 25% made learning gains in 2012.

2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (20) of students in the lowest 25% made learning gains in 2012.	96% of students in the lowest 25% will make learning gains in 2013.

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	Training on differentiated instruction	Differentiated instruction with a focus on non-proficient students will be a part each lesson plan. Trainings will be provided monthly at faculty meetings.	Principal, CRT, Math Coach	Lesson plans, walkthroughs	Student assessments(On track, Big idea tests) will show improvemnt
2	Time in the instructional day to conduct student chats	Teachers will conduct Data Chats with students to help students set individual learning goals.	Principal, CRT, FCIM Facilitator, Math Coach	quarterly Data chat notes	Data Notebooks, student assessments(On track, Big idea tests) will show improvemnt
3	Purchase journals for all students	Teachers will implement Math and Science Journals such that students are writing to explain reasoning.	Principal, CRT, Math Coach	Weekly lesson plans, walk throughs	Math journals, Science journals, student assessments (On track, Big Idea tests) will show improvement
4	Time within the instructional day to teach Calendar Math, training for teachers	Calendar Math will be implemented grades K - 5.	Principal, CRT, Math Coach	Weekly lesson plans, monthly walk throughs	Lesson plans will show Calendar Math inplementation, student

					assessments (On track, Big Idea tests) will show improvement
5	teachers trained in HELP math, time out of the instructional day for students to use the program, enough computers	Reflex Math will be implemented in grades 2 - 5 to improve math fact fluency.	Principal, CRT, Math Coach	weekly Lesson plans, monthly walkthroughs monthly computer sin in sheets	Student asssessments (On track, Big idea tests) will show improvemnt
6	Teacher Tutors using Numbers World with fidelity Scheduling intervention groups	Implementation of the Numbers World Math Intervention Program.	Principal, CRT, Math Coach	Weekly lesson plans, monthly walk throughs	Student assessments (On Track, Big Idea tests) will show continued improvement
7	Scheduling intevention teachers	Intervention teachers will work with students needing additional Math support.	Principal, CRT, Math Coach	Weekly lesson plans, monthly walk throughs	Student assessments will show improvement

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 # 2012-2013 Math AMO Goal--47 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	47	52	57	63	

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. Mathematics Goal #5B:	Subgroups not making satisfactory progress in math in 2012 include: Black 57% (58); Hispanic 100% (2); White 33% (1); Students with Disabilities 80% (16); and Free and Reduced Lunch 61% (66).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Subgroups not making satisfactory progress in math in 2012 include: Black 57% (58); Hispanic 100% (2); White 33% (1); Students with Disabilities 80% (16); and Free and Reduced Lunch 61% (66).	The percentage of students not making satisfactory progress in each subgroup with the 2013 test will decrease in each subgroup by 10%.

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	Training in Numbers World	Implementation of the Numbers World Math Intervention Program.	Principal, CRT, Math Coach	Weekly lesson plans, monthly walk throughs	Student assessments (On Track, Big Ideas) will show improvement
2	Scheduling intervention groups	Intervention teachers will work with students needing additional Math support.	Principal, CRT, Math Coach	Weekly lesson plans, monthly walk throughs	Student assessments (On Track, Big Ideas) will show improvement

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:	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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	80% (16) of students with disabilities did not make satisfactory progress in math in 2012.		
2012 Current Level of Performance:	2013 Expected Level of Performance:		
80% (16) of students with disabilities did not make satisfactory progress in math in 2012.	There will be a 15% decrease in the overall percentage of students with disabilities that do not make satisfactory progress in math in 2013.		

<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	Training guidance couselour, and ese teachers	Focused and specific strategies written in IEPs with implemenataion by ESE professionals.	Principal, CRT	Monthly walk throughs, weekly lesson plans	Lesson plans, schedules, observations, FAIR, Reading Assements, Math Assessments
2	Time for teacher training, time for planning of differentiation	Differentiated instruction with a focus on non-proficient students will be a part of the Math block.	Principal, CRT, Math Coach	Lesson plans, walk throughs	Lesson plans, student assessments will show improvment
3	Train teacher tutors in a math program, student access to computers during the instructional day	Implementation of the Numbers World Math Intervention Program.	Principal, CRT, Math Coach	Lesson plans, walk throughs	Student assessments (On Track, Big Idea)will show improvement
4	Schedule intervention groups during the instructional day	Intervention teachers will work with students needing additional Math support.	Principal, CRT, Math Coach	Lesson plans, walk throughs	Student assessments (On Track, Big Idea)will show improvement

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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:

	61% (66) of Economically Disadvantaged students did not make satisfactory progress in math in 2012.

2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (66) of Economically Disadvanged students did not make satisfactory progress in math in 2012.	The percentage of Economically Disadvantaged students that don't make satisfactory progress in math in 2013 will decrease by 11%.

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 for teacher training in differentiated instruction, time to plan for differentiation	Differentiated instruction with a focus on non-proficient students will be a part of the Math block.	Principal, CRT, Math Coach	weekly Lesson plans, monthly walkthroughs	Student assessments(On Track and big idea) will show improvement
2	time to train in the math program, students having access to computers during the instruction day	Reflex Math will be implemented in grades 2 - 5 to improve math fact fluency.	Principal, CRT, Math Coach	weekly Lesson plans, monthly walkthroughs	Student assessments(On Track and big idea) will show improvement
3	time to train in the math program, students having access to computers during the instruction day	HELP Math will be implemented in grades 3 - 5.	Principal, CRT, Math Coach	weekly Lesson plans, monthly walkthroughs	Student assessments(On Track and big idea) will show improvement
4	time to train in the math program, students having access to computers during the instruction day	Implementation of the Number Worlds Math Intervention Program.	Principal, CRT, Math Coach	weekly Lesson plans, monthly walkthroughs	Student assessments (On Track and big idea) will show improvement
5	scheduling intervention teachers during the instructinal day	Intervention teachers will work with students needing additional Math support.	Principal, CRT, Math Coach	weekly Lesson plans, monthly walkthroughs	student assessments(On Track and big idea) will show improvement

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	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
Calendar Math Training	K-5	CRT, Math Coach, District Math TSA	School-wide	Ongoing	Lesson Plans, walk throughs, completion of follow-up activities	Principal, CRT, Math Coach
Data Chats	K-5	CRT, Math Coach	School-wide	Ongoing	Lesson Plans, Walk throughs,	Principal, CRT, Math Coach
Math Journals	K-5	CRT, Math Coach	School-wide	Fall, 2012	Lesson Plans	CRT
CBT Testing	5	CRT	5th grade teachers, teacher tutors	Winter, 2012	Completion of follow-up activities	Principal
Implementation						

of Core math district-adopted program	K-5	CRT, Math Coach	School-wide	Ongoing	Lesson Plans, Walk throughs	Principal, CRT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Coach, pull-out tutors		Title I, SIG	$120,000.00
Extra teachers planning for data analysis and PLCs		Title I	$1,500.00
			Subtotal: $121,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Calendar Math	Materials	Title i	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $122,000.00

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:	32% (11) of students scored at Achievement Level 3 in science in 2012.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
32% (11) of students scored at Achievement Level 3 in science in 2012.	40% of students will score at Achievement Level 3 in science in 2013.

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	Purchase journals for all students	Use science words walls and other activities to develop science vocabulary	Science coach, CRT, teachers FCIM	Students using scientific language in journals, discussions,and informal assessments	Science journals, assessments, and lesson plans
	Teacher training in	Differentiated	Prinicpal	Lesson Plans,	Curriculum

2	differentiated instruction, time for teachers to plan differentiation	instruction focused on proficient learners.	CRT Science Coach	walkthroughs	assessments K-5 FCAT grade 5 only will indicate improvement

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:	0% (0) of students scored a Level 4, 5, or 6 in science on Florida Alternate Assessment in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students scored a Level 4, 5, or 6 in science on Florida Alternate Assessment in 2012.	No 5th grade students are scheduled to take the Florida Alternative Assessment in 2013.

<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 science. Science Goal #2a:	3% (1) of students scored at or above a 4 on the FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (1) of students scored at or above a 4 on the FCAT Science.	10% of students will score at or above a 4 on the FCAT Science.

<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	Integrating technology effectively into instruction	Students will use technology to research and create projects	CRT Science Coach	Lesson plans, Completed Projects	Journals and completed projects
2	Integrating differentiated instruction effectively into core teaching	Differentiated instruction focused on proficient learners.	Prinicpal CRT Science Coach	Lesson Plans, walkthroughs	Benchmark 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 group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In 2012, 100% (1) of students scored a 7 or higher on the science Florida Alternative Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% (1) of students scored a 7 or higher on the science Florida Alternative Assessment.	In 2012, 100% (1) of students will score a 7 or higher on the science Florida Alternative Assessment.

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
Writing in Content Areas	K-5	CRT, Science Coach	School-wide	August Implementation of Science Notebooks	Journals,Walk Throughs	CRT, Science Coach
Higher Order Questioning Skills	K-5	Science Coach	School-wide	Ongoing	Lesson Plans, Walk Throughs	Principal, CRT, Science Coach
Using the Coaching Model in Science	K-5	CRT, Science Coach	School-wide	Ongoing	Lesson Plans, Walk Throughs	Principal, CRT, Science Coach
Gradual Release Model	K-5	CRT	School-wide	Ongoing	Lesson Plans, Walk Throughs	Principal, CRT
Creating Instructional Focus Calendars	K-5	CRT, Science COach	School-wide	Summer, 2012	Lesson Plans	CRT, Science Coach
Making Science hands-on	K-5	CRT, Science Coach	School-wide	Fall, 2012	Lesson Plans, Walk Throughs, On Track testing	Principal, CRT, Science Coach
Refresher on using the 5E Model	K-5	CRT, Science Coach	School-wide	Initial training in August, 2012, ongoing after that	Lesson Plans, Walk Throughs	Principal, CRT, Science Coach
Implementation of core district-adopted curriculum	K-5	CRT, Science Coach	School-wide	Ongoing	Lesson Plans, Walk Thorughs	Principal, CRT, Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Coach		SIG	$80,000.00
Extra teacher planning for data analysis and PLC		Title I	$1,500.00
			Subtotal: $81,500.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
GEMS	Materials	Title I	$250.00
			Subtotal: $250.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Lab	Replacement of Consumable Materials	SIG	$750.00
			Subtotal: $750.00
			Grand Total: $82,500.00

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:	59% (22) of students scored a 3.0 or higher in writing in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (22) of students scored a 3.0 or higher in writing in 2012.	65% of students will score a 3.0 or higher in writing in 2013.

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 entering 4th grade without pre writing skills	Train all teachers k-5 on writing.	CRT, 4th grade writing teacher	scoring of monthly writing prompts, FLWrites	FL Writes, Monthly writing prompts
2	Different instructional focuses at and within grade levels	Implement a K-5 writing guide, which contains a spiral writing curriculum	CRT, Reading Coach	scoring of monthly writing prompts,	FL Writes, Monthly Grade appropriate writing prompts
3	Time for feedback to students on their writing	Protected 30 min. block for Writing. Use of rubrics to give individual and class feedback. Train students to use Rubrics to monitor writing progress. Use of Kagan strategies so students can give feedback to one another. Students reflect and monitor their own progress towards writing goals.	Classroom teachers, CRT, Reading Coach	Student journals, scoring of monthly writing prompts.	FL Writes, Monthly Grade appropriate writing prompts
	Not enough writing	Implementation of	CRT, Reading,	Student journals.	FL Writes,

4	opportunities across curriculum	journal writing in Reading, Math, and Science.	Math, Science coaches		Monthly Grade appropriate writing prompts
5	Implementation of a new school-wide writing plan	CRT, Reading Coach, and 4th Grade Team Leader will attend a state writing workshop. Train all K-5 teachers on the school plan.	CRT, Reading Coach	Increase in individual scores for: District Writing Prompts, FL Writes	FL Writes, Writing Prompts

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:	No 4th grade students took the Florida Alternative Assessment in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No 4th grade students took the Florida Alternative Assessment in 2012.	In 2013, 100% (1) of students will score a 4 or higher in writing.

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	High absenteeism and/or tardy rate	Classroom incentives for attendance	Principal, BRT	Attendance data, Classroom walk throughs	Attendance reports on Infinite Campus

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
Writing Across the Curriculum	K-5	CRT, Readng Coach	School-wode	Ongoing	Classroom Walk Thorughs, lesson plans	Principal, CRT
Using the school-wide Writing Plan	K-5	CRT, Reading Coach	School-wide	Ongoing	Scoring of writing prompts, classroom walk throughs, lesson plans	Principal, 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
Writing Across the Curriculum	handouts	Title I	$75.00
Using a School-wide Writing Plan	handouts	Title I	$75.00
			Subtotal: $150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Grand Total: $150.00			

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:	During the 2011-2012 school year poor attendance and tardies resulted in missed instruction for students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
99.67% of students are in attendance on a given day, on average.	99.75% of students will be in attendance on a given day, on average.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
42% (115) students had excessive absences	Less than 32% of students will have excessive absences in 2013.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
52% (141) students had excessive tardies	Less than 37% of students will have excessive tardies in 2013.

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	Tardies, early checkouts, poor attendance	Classroom incentives for attendance. Guidance will work with parents	guidance, BRT	Monitor Attendance	Attendance reports will indicate an increase in regular attendance
2	Attendance	classroom incentives for improved attendance and tardies	Classroom teahcers, guidance	monthly teacher attendance records will be analyzed	Attendance reports will indicate improved attendance

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
Implementation of Positive Behavior Support	K-5	BRT	School-wide	Ongoing	Monthly monitoring of attendance rates	Principal, BRT

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support	Rewards, posters, notes home	Grants	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Proper Implementation of PBS	Teacher materials	Grant	$100.00
			Subtotal: $100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom incentives		Grant, donations	$500.00
			Subtotal: $500.00
			Grand Total: $2,600.00

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:	In 2013, we will maintain the number of referrals written based on the low percentage from 2012, while focusing on the actions taken with each.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, the total number of in school suspension days was 76.	In 2013, the total number of in school suspensions will be 55 days or less.

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, the total number of students suspended in school was 35.	In 2013, the total number of students suspended in school will be 27 or less.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, the total days of out of school suspension given was 143.	In 2013, the total number of out of school suspensions will be 110 or less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, the total number of students suspended was 39.	In 2013, the total number of students suspended will be 30 students or less.

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	A high percentage of inexperienced teachers 3 years or less.	Assigned a county and school mentor. Modeling by master teachers, once a month support group with BRT, Observations of specific behaviors and feedback.	BRT, Principal	Observations, classroom walk through	PBS data referral data will indicate a decrease in behavior issues
2	Student inattentiveness and behavior issues during lessons that destract from teachers being able to focus on instruction.	PBS team continue to address the issue of student behavior	PBS team and BRT	Data on number of referrals. Classroom disruptions monitored. Surveys given to teachers periodically to determine needs/issues.	Number of referrals mentioned to see if there is a decline in the number given

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
PBS Training	K-5	BRT	School-wide	Ongoing	Observaitons, PLC meetings, attendance reports	Principal, BRT, PBS Team
Classroom Management Meetings with New Teachers	K-5	BRT	New Teachers	Monthly	Observations, attendance reports	Principal, BRT, District Mentor Coach

Suspension Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
PBS	incentives	Grant	$2,000.00
			Subtotal: $2,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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.*	85% will attend and participate in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
70% (190) parents have attended at least one parent meeting. 25% (68) worked as volunteers.	85% of parents will attend at least one parent involvement meeting and 25% or parents will work as volunteers.

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 parental support	Meetings held at flexible times, introduction to resource center,	Title 1 coordinator, guidance	Sign-In sheets, Observation	Improved attendance from sign in sheets.
2	Attendance by parents	Family Math/Science night, Family Reading Night	Math coach, science coach, reading coach, CRT	sign in sheets, observation	parent evaluations
3	Parent computer access	Encourage the use of Parent Portal Allow parents to use media center computers during school hours	principal	Usage of parent portal Sign-in sheet for parents to use a media center computer	parent evaluation

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
Book Study-- 101 Ways to Create Real Family Engagement	K-5	Principal	School-wide	Ongoing	Completion of follow-up activity	Principal
PLC modified modules-- teachers helping build the connection between home and school	K-5	CRT	School-wide	August, October, January, February	Atendance of families to events	Principal, CRT, Title I Lead Teacher

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math and Science Night, Reading Night	Materials	TItle I, Donations	$3,000.00
		Subtotal:	$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Access to school computers	computer, online access	N/A	$0.00
		Subtotal:	$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Module Training		Title I	$250.00
		Subtotal:	$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
		Subtotal:	$0.00
		Grand Total:	$3,250.00

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)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Intervention Material	State-approved Research-based materials	Title I, SIG	$2,500.00
Reading	Extended Day-- Coaches, BRT, CRT, Resource Teachers (classroom teachers funded by district monies)		Title I, SIG	$40,000.00
Reading	Extra teacher planning and data analysis, PLCs		Title I, SIG	$10,000.00
CELLA				$0.00
Mathematics	Math Coach, pull-out tutors		Title I, SIG	$120,000.00
Mathematics	Extra teachers planning for data analysis and PLCs		Title I	$1,500.00
Science	Science Coach		SIG	$80,000.00
Science	Extra teacher planning for data analysis and PLC		Title I	$1,500.00
Attendance	Positive Behavior Support	Rewards, posters, notes home	Grants	$2,000.00
Suspension	PBS	incentives	Grant	$2,000.00
Parent Involvement	Math and Science Night, Reading Night	Materials	TItle I, Donations	$3,000.00
				Subtotal: $262,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Listening Stations	CD Players, Headphones	SIG	$500.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement	Access to school computers	computer, online access	N/A	$0.00
				Subtotal: $500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Literacy Work Stations	Books	Title I	$250.00
Reading	Lexile Libraries	Books	Title I	$250.00
CELLA				$0.00
Mathematics	Calendar Math	Materials	Title i	$500.00
Science	GEMS	Materials	Title I	$250.00
Writing	Writing Across the Curriculum	handouts	Title I	$75.00
Writing	Using a School-wide Writing Plan	handouts	Title I	$75.00
Attendance	Proper Implementation of PBS	Teacher materials	Grant	$100.00
Suspension				$0.00
Parent Involvement	Module Training		Title I	$250.00
				Subtotal: $1,750.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Reading Coach, FCIM Facilitator, Teacher Tutors		Title I, SIG	$275,000.00
CELLA				$0.00
Mathematics				$0.00
Science	Science Lab	Replacement of Consumable Materials	SIG	$750.00
Attendance	Classroom incentives		Grant, donations	$500.00
Suspension				$0.00
Parent Involvement				$0.00
				Subtotal: $276,250.00
				Grand Total: $541,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 8/28/2012)

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
Books for Lexile Classroom Libraries	$1,000.00
Support of PBS/Classroom Incentives	$1,000.00

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

The SAC will continue to assist with the implementation of the School Improvement Plan. Through scheduled meetings, the Council will review the progress of the plan and student achievement, make suggestions and discuss strategies currently in place, and promote a positive working team comprised of parents, teachers, educational support staff, business personnel, and community members.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Alachua School District
MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	62%	88%	15%	214	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	42%	63%			105	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?	39% (NO)	70% (YES)			109	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					428	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Alachua School District
MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	58%	80%	18%	209	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	55%	38%			93	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?	57% (YES)	45% (NO)			102	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					404	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested