FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GREENVILLE ELEMENTARY SCHOOL

District Name: Madison

Principal: Valencia Barnes

SAC Chair: Cheryl Clemons

Superintendent: Lou Miller

Date of School Board Approval:

Last Modified on: 10/26/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Valencia Barnes	Master's Degree		4	2011-2012 while serving as Assistant Principal at Madison County Central School Learning Gains in Reading 56%, Math 58%, High Standards in Reading 37%, Lowest 25% Reading 57%, Math 65%.

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)

Curriculum	Paula Kauffman	B.S. Elem. Ed. M.S. Teaching and Learning with concentration in Reading Reading Endorsement	1	8	58% Learning gains in Reading, 23% learning gains in Math for all students. Learning gains for lowest 25% for Reading – 58% and for Math – 23%.
Reading	Janet Cook	Bachelor of Business Administration Professional Educator's Business Education 6-12 Media Specialist ESOL Endorsed Reading Endorsed	1	8	58% Learning gains in Reading, 23% learning gains in Math for all students. Learning gains for lowest 25% for Reading – 58% and for Math – 23%.
Math & Science	Emily Dickey	B.S. Elementary Education	11		58% Learning gains in Reading, 23% learning gains in Math for all students. Learning gains for lowest 25% for Reading – 58% and for Math – 23%.

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	Professional Development	Valencia Barnes	On-going	
2	Advertise with PAEC	Valencia Barnes	On-going	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 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
15	13.3%(2)	33.3%(5)	0.0%(0)	40.0%(6)	33.3%(5)	86.7%(13)	13.3%(2)	0.0%(0)	40.0%(6)

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
Janet Cook	Natalie Irvine	Past experience working with the mentoring program	Meeting the 60 hours required contact time. Monthly Mentor/Mentee trainings. Meeting weekly to discuss and collaborate about pertinent information

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

Greenville Elementary School receives support through Federal, State, and local programs. Title I funds such as Basic A and School Improvement Grant (SIG) are used to provide additional personnel at the school level to support the classroom. Services are provided to ensure students requiring additional remediation are assisted through after school programs (Boys and Girls Club) or summer school.

Title I, Part C- Migrant

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

Title I, Part D

The school district receives funds to support the Educational Alternative Outreach program. Services are coordinated through the District Director of Teaching and Learning.

Title II

Funds at Greenville Elementary School are used to purchase resource materials and provide professional development training for teachers, principals, and paraprofessionals.

Title III

The district does not receive any Title III funds.

Title X- Homeless

Homeless services are provided through the District Title I office.

Supplemental Academic Instruction (SAI)

SAI funds will be used to purchase supplemental services, programs, technology assisted learning (hardware/software/licenses) and instructional materials for improving academic achievement and promotion rate. Targeted students are those not following the normal progression such as third grade retainees, students not meeting proficiency in reading, math, writing, and science, students exhibiting behavior/attendance problems

Violence Prevention Programs

The District receives funds for programs that support prevention of violence in the school. Programs include the Olweus Bullying Prevention Program, Positive Action (part of the Safe Schools/Healthy Students Program), and Learning for Life (part of the Boy Scouts Program). These programs help to prevent the use of alcohol, tobacco, drugs, while fostering a safe, drug free learning environment supporting student achievement. Good Behavior Group will be implemented this school and will focus on 1st and 2nd grades. This group will work hand in hand with our Positive Behavior support program.

Nutrition Programs

As part of our district's Healthier Generation Program, Greenville Elementary School will continue to offer Choice/Self Serve programs. Our school nurse and health tech personnel help to identify obese children and communicate their concerns confidentially to parents.

Housing Programs

N/A

Head Start

GES houses North Florida Child Development(Headstart)

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Valencia Barnes, Paula Kauffman, Janet Cook, Emily Dickey, Rhonda Alexander and all faculty members.

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?

Weekly meetings occur to review student data and interventions. School intervention team meets frequently to assess success of academic and behavioral interventions. Parent meetings will be scheduled as needed. Students receiving a grade of either a D or F will have a mandatory parent conference.

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?

Baseline data: Reading K-5: Progress Monitoring and Reporting Network (PMRN), Florida Assessment of Instruction and Reading (FAIR), Write Score and Discovery Assessment (Grades K-5 Reading, Math and Science grades 3-5).

Progress Monitoring: Reading K-5: Progress Monitoring and Reporting Network (PMRN), Florida Assessment of Instruction and Reading (FAIR), Discovery Assessment (Grades K-5 Reading, Math and Science grades 3-5).

Midyear: Reading K-12: Progress Monitoring and Reporting Network (PMRN), Florida Assessment of Instruction and Reading (FAIR), Discovery Assessment (Grades K-5 Reading, Math and Science grades 3-5).

MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Discovery Education Assessment
Progress Monitoring: PMRN, CIM Assessments, SRA Benchmark Assessments, Previous year discipline referrals

Midyear: FAIR, FCAT Simulation, Discovery Education Assessment, Olweus Bullying Program, GBG (Good Behavior Group)

End of Year: FAIR, FCAT, Discovery Education Assessment, Olweus Bullying Program, GBG (Good Behavior Group)

Frequency of Data Days: Twice a month of data analysis

Describe the plan to train staff on MTSS.

Professional development in the problem-solving process, elements of the tiers, and data collection/graphing will be provided by the District. Continuing professional development will be provided by content specialists during teachers' common planning time. Small sessions will be held throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

The MTTS team will meet twice a month to discuss the needs of individual students based on recent data. The administrative team meets weekly and after progress reports to discuss current trends in data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is composed of the Valencia Barnes, Paula Kauffman, Janet Cook, Emily Dickey, Rhonda Alexander, Joi Collins, and Tracie Jones

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

The Literacy team will meet the 1st Monday of each month to discuss school based literacy issues and track student progress.

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

Infusing common core standards in K-1 with a blended curriculum in grades 2 - 5.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 8/31/2012)

*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.

The HEADSTART unit housed at GES will transition all of their 4 year olds into kindergarten along with the VPK and ESE students in the inclusion PreK class. These students and their parents are involved in all the activities at GES and will be comfortable to stay at their home school to continue their education.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	According to the 2013 FCAT, there will be a 3% increase in students achieving proficiency (FCAT Level 3) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(6)3rd grade 15%(2)4th grade 24%(6)5th grade	3rd grade 36% (9) 4th grade 18% (3) 5th grade 27% (5)

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	Understanding of lexile levels for students	Professional Development on Lexile Levels and Text Complexity Teacher Data Chats (Administrator – Teacher, Coach – Teacher and Teacher to Student)	Principal Curriculum Instructional Coach Teacher	Walkthroughs Increase in Lexile Levels Progress Monitoring (FAIR Data)	FAIR Test Teacher made test (formal and informal) AR Test
2	Misalignment of the curriculum	FOCUS calendars	Principal, Curriculum Coordinator, Instructional Coaches	Monitoring of instruction, evaluation of lesson plans, classroom walkthroughs, classroom evaluations	Lesson plans; instructional Focus calendar, data chats, Walkthrough feedback
3	Differentiated small group instruction	Professional Development on Small Groups	Principal, Curriculum Coordinator, Instructional Coaches	Monitoring of instruction, evaluation of lesson plans, classroom walkthroughs, classroom evaluations	Lesson plans; instructional Focus calendar, data chats, Walkthrough feedback

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:	
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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	According to the 2012 FCAT, there will be an increase of 3% in students achieving above proficiency (FCAT Levels 4 and 5) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade 11% (2) 4th grade 5% (1) 5th grade 12% (3)	3rd grade 14% (3) 4th grade 8% (1) 5th grade 15% (3)

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 enrichment activities for Level 3,4, and 5 students	Professional Development on Text sets and Text Complexity Refresher of the Inquiry Piece from the Imagine It program	Principal Curriculum Instructional Coach	Walkthrough and Lesson Plans	Teacher genereteed test FAIR Projects
2	Instructional focus on average to below average students	Differentiation of curriculum and strategies to ensure the teaching of students at all instructional levels	Principal, Curriculum Coordinator, Instructional Coaches	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	FCIM Assessments, data analysis, and lesson plans
3	Instruction at low levels of rigor	Increase the level of rigor during classroom instruction	Principal, Curriculum Coordinator and Instructional Coaches	Principal, curriculum coordinator and instructional coaches will review lesson plans to assess rigor.	Lesson plans and FCIM 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 reading. Reading Goal #2b:	
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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	According to the 2013 FCAT, there will be a 3% increase in the percentage of students making learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (39)	61% (36)

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
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1	Disaggregation of Data	Data chats (Teacher to Student, Coach to Teacher, Principal to Teacher and Teacher to Parent)	Principal, Curriculum, Instructional Coach and teacher	Data chat forms	Data Reports in Data Notebooks.
2	Lack of student engagement in complex text.	Teacher will effectively use Higher Order Thinking Questions	Principal, Curriculum Coordinator, Instructional Coaches	Classroom Observations FCIM Assessments	Classroom Observations FCIM 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	According to the 2012 FCAT, there will be a 3% increase in the percentage of students in the Lowest 25% making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (39)	61%(36)

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 student background knowledge and vocabulary	Professional Development and Professional Learning Communities on CIS Professional Development on Discovery Education Streaming Professional Development on Novel Studies	Principal Curriculum Instructional Coaches	Classroom Walkthrough, Lesson Plans Data Chats and PLC	FAIR Discovery Education t Test Teacher and Student Data Notebooks Performance Matters Reports
2	Insufficient time for the usage of supplemental materials/resources	Professional Development on Differentiated supplemental programs	Instructional Coaches	Classroom Walkthrough, Weekly Teacher Data Chats	Data Reports
3	Lowest performing students were not identified	Analyze student achievement data	Principal, Curriculum Coordinator, Instructional Coaches and Teachers	Analyze progress monitoring data.	FCIM Assessments and Student achievement data

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 # 5A :	The goal of Greenville Elementary is to reduce our achievement gap by 10% each year.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34%	53%	57%	62%	67%	

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:	According to the 2013 FCAT, there will be a 3% increase in the percentage of Black students making AYP in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: NA: White NA Black:34% (23) Asian: NA American Indian: NA	Black: 37% (22)

	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 Student Motivation to stay on task and complete assignments.	Increase Student Motivation by addressing the whole child concerns, i.e., reasons for not wanting to complete assignment, give incentives, and/or maintain parent contact. Data chats with students and parents.	Principal, Curriculum, Teachers, and Instructional Coaches	Effectiveness will be determined through personal conversation with students and teachers; RtI process; Parent Conferences	Progress monitorng Test; Successmaker, Report Card Grades (Focus), FCAT 2013 Teacher Data Notebooks
2	Lack of Parent and/or Community Involvement	Increase Parent and/or Community involvement by creating a family friendly atmosphere at the school beginning as the students arrive each morning. Also, invite parents and the community to school events, i.e., school programs, fall festivals, Thanksgiving, and graduation.	Principal, Curriculum, Teachers, and Instructional Coaches	Effectiveness will be determined through increased parent and community attendance to school events.	Sign in rosters; attendance counts; and positive comments by parents and community members.
3	Absenteeism leaves student behind in work and decreases instructional time in class.	Decrease Absenteeism	Principal, Teachers	Effectiveness will be determined by contact with parents and all work assignments completed and turned in on time.	Parent phone log; Attendance reports; Report Card grades

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
1	N/A	N/A	N/A	N/A	N/A

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:	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
1	N/A	N/A	N/A	N/A	N/A

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:	According to the 2013 FCAT, there will be a 3% increase in the percentage of Economically Disadvantaged students making AYP in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(23)	37%(22)

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 skills and strategies to comprehend complex test	Professional Development and Professional Learning Communities on CIS Lesson Study	Principal Curriculum Instructional Coaches	Classroom Walkthroughs Lesson Plans	FAIR Discovery Education Test FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K - 5	Paula Kauffman Janet Cook Yolanda Haynes Dale Rickard Barbara Huewitt	School Wide	August 15 and followed by monthly early release days	Classroom Walk Throughs, Lesson Plans, Data Disaggregation Teacher Data Notebooks	Paula Kauffman, Janet Cook, Cynthia Stepter,
Lesson Study	K - 5		School Wide	December 2012 and on going		
CIS	K - 5	Janet Cook Cynthia Stepter	School Wide	November 2012 and on going	Classroom Walk Throughs, Lesson Plans, Data Disaggregation	Valencia Barnes, Paula Kauffman, Janet Cook, Cynthia Stepter

Differentiated Instruction	K-5	Paula Kauffman, Janet Cook, Emily Dickey, Cynthia Stepter, Martha Gioielli	School Wide	October 2012 and on going	Classroom Walk Throughs, Lesson Plans, Data Disaggregation	Valencia Barnes, Paula Kauffman, Janet Cook, Cynthia Stepter
Novel Studies	K - 5	Janet Cook	School Wide	October 2012	Classroom Walk Throughs, Lesson Plans	Valencia Barnes, Paula Kauffman, Janet Cook, Cynthia Stepter
Text Complexity	K - 5	Paula Kauffman Janet Cook Dale Rickards Barbara Huewit	School Wide	August 15 and followed by Monthly early release days	Classroom Walk Throughs, Lesson Plans, Data Disaggregation	Paula Kauffman, Janet Cook, Cynthia Stepter
Differentiated Instruction	K - 5	Paula Kauffman, Janet Cook, Emily Dickey, Cynthia Stepter, Martha Gioielli	School Wide	October 2012 and on going	Classroom Walk Throughs, Lesson Plans, Data Disaggregation	Valencia Barnes, Paula Kauffman, Janet Cook, Cynthia Stepter
Disaggregation of Data	K - 5	Valencia Barnes Paula Kauffman Janet Cook Emily Dickey	School Wide	August 2012 and on going throughout the 2012-2013 school year.	Classroom Walk Throughs, Lesson Plans, Data Disaggregation	Valencia Barnes, Paula Kauffman, Janet Cook, Cynthia Stepter,
Writing with a connection to Text	K - 5	Janet Cook	School Wide	October 2012	Classroom Walk Throughs, Lesson Plans, Student Journals	Valencia Barnes, Paula Kauffman, Janet Cook, Cynthia Stepter,

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Rewards Intervention Supplement	Help with reading remediation	Title 1 School Improvement Grant	$1,500.00
Core Intervention Program	Help with reading remediation	Title 1 School Improvement Grant	$5,000.00
American Reading Company (100 book challenge)	Help with reading remediation	Title 1 School Improvement Grant	$10,000.00
			Subtotal: $16,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading A to Z	Online supplemental reading leveled text resources	Title 1 School Improvement Grant	$1,500.00
Discovery Education - United Streaming	Online virtual tours	Title 1 School Improvement Grant	$1,000.00
Successmaker software upgrade	Prescriptive software	Title 1 School Improvement Grant	$5,000.00
Ed Helper	Online supplemental reading leveled text resources	Title 1 School Improvement Grant	$1,000.00
Destiny Software	Technology update for library	Title 1 School Improvement Grant	$2,800.00
			Subtotal: $11,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Imagine It Consultant	Program Implementation & Support and Professional Development	Title 1 School Improvement Grant	$5,000.00
Pearson Success Maker	Help with reading remediation	Title 1 School Improvement Grant	$20,000.00
			Subtotal: $25,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Discovery Education - Think Link	Progress Monitoring	Title 1 School Improvement Grant	$1,000.00
Instructional Coach	This instructional coach will help provide job embedded professional development	Title 1 School Improvement Grant	$21,000.00
Resource Teacher (1/2 time)	Push-in-Pull out instructor to assist struggling lower 25%	Title 1 School Improvement Grant	$21,000.00
	Certified teacher will provide		

Afterschool Tutoring	assistance for struggling lower 25%.	Title 1 School Improvement Grant	$10,000.00
		Subtotal:	$53,000.00
		Grand Total:	**$105,800.00**

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

2012 Current Percent of Students Proficient 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
No Data Submitted				

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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:	According to the 2013 FCAT, there will be a 3% increase in students achieving proficiency (FCAT Level 3) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (18) 3rd grade 39% (7) 4th grade 15% (3) 5th grade 32% (8)	32% (19) 3rd grade 33% (8) 4th grade 29% (5) 5th grade 33% (6)

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 Differentiated small group instruction	Professional development for Differentiated small group instruction	Principal, Curriculum Coordinator, Instructional Coaches DOE Specialist	Walkthrough Lesson Plans	Discovery Education Test Teacher made Test Go Math Assessments
2	Misalignment of the curriculum	FOCUS calendars	Principal, Curriculum Coordinator, Instructional Coaches	Monitoring of instruction, evaluation of lesson plans, classroom walkthroughs, classroom evaluations	Lesson plans; instructional Focus calendar, data chats with students and teachers, Walkthrough feedback
3	Lack of pre-requisite skills (readiness)	Administer pre-test to determine current levels of performance. Re-teaching strategies as necessary.	Curriculum Coordinator, Instructional Coaches, and Teachers	Analyze data from pre-test, Student data chats	Data chats Data collection schedule Pre-test

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:	
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
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	According to the 2013 FCAT, there will be an increase of 10% in students achieving above proficiency (FCAT Levels 4 and 5) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (5) 3rd grade 17% (3) 4th grade 5% (1) 5th grade 4% (1)	14% (9) 3rd grade 27% (7) 4th grade 15% (3) 5th grade 14% (3)

	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 focus on average to above average students	Differentiation of curriculum STEM Project	Principal, Curriculum Coordinator, Instructional Coaches DOE Specialist	Teachers and coaches will review assessments and lesson plans to determine effectiveness of strategy. Classroom walkthroughs	FCIM assessments, lesson plans, and data chats
2	Instructional rigor	Professional Development on how to Increase instructional rigor	Principal, Curriculum Coordinator, Instructional Coaches DOE Specialist	Teachers and coaches will review assessments and lesson plans to determine effectiveness of strategy. Classroom walkthroughs	FCIM assessments, lesson plans, and data chats

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:	
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
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	According to the 2013 FCAT, there will be a 3% increase in the percentage of students making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (16)	26% (15)

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 not understanding how to apply their knowledge and skills.	Professional Development on the Common Core 8 Standards for Mathematical Practice	Principal Curriculum Instructional Coach DOE Specialist	Classroom Walkthrough	Teacher Made Test Discovery Education Test
2	Students lacking the prerequisite skills for the grade level they are in	Bell to bell instrucrtion	Principal Curriculum Instructional Coach DOE Specialist	Math drills and or competition	Results from drills Teacher Made Test Discovery Education Test

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:	
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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	According to the 2013 FCAT, there will be a 3% increase in the percentage of students in the Lowest 25% making learning gains in mathematics.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	23% (16)	26% (15)

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 lacking the prerequisite skills for the grade level they are in	Professional Development on the Common Core 8 Standards for Mathematical Practice	Principal Curriculum Coordinator Instructional Coach DOE Specialist	Classroom Walkthrough Lesson Plans	Discovery Education Test Chapter Test FCIM/MTSS Assessments
2	Lack of manipulatives being used in the classroom with fidelity	Professional Development in the use of manipulatives in the classroom.	Principal Curriculum Coordinator Instructional Coach DOE Specialist	Classroom Walkthrough Lesson Plans	Discovery Education Test Chapter Test FCIM/MTSS Assessments

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 # The goal of Greenville Elementary is to reduce our achievement gap by 10% each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36%	56%	60%	65%	69%	

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:	According to the 2013 FCAT, there will be a 3% increase in the percentage of Black students making AYP in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 36% (25)	Black: 39% (23)

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 student motivation to stay on task and complete assignments.	Increase student motivation by adressing the whole child concerns, i.e., respons the child might have for not wanting to complete assignments, give incentives, maintain parent contact. Data charts with	Principal and teachers	Effectiveness will be determined by personal conversation with students and teachers; RtI process, conversaiton with parents.	Progress monitoring tests, Plus One Curriculum; Report cards grades, FCAT 2011

				students and parents	
2	Tardiness leaves students behind in work and decreases instructional time.	Decrease Tardiness	Principal teachers	Effectiveness will be determined by contact with parents and all work assignments completed and turned in on time and increase use of the SuccessMaker.	Parent phone log; attendance reports, report card grades; SuccessMaker logs.
3	Instructional rigor	Professional Development on how to Increase instructional rigor	Principal, Curriculum Coordinator, Instructional Coaches DOE Specialist	Teachers and coaches will review assessments and lesson plans to determine effectiveness of strategy. Classroom walkthroughs	FCIM assessments, lesson plans, and data chats

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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:

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

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	N/A	N/A	N/A	N/A	N/A

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:	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
1	N/A	N/A	N/A	N/A	N/A

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:

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.

Mathematics Goal #5E:

According to the 2013 FCAT, there will be a 3% increase in the percentage of Economically Disadvantaged students making AYP in Mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (25)	39%(23)

	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 personal disciplne to work on mathematics out of the classroom	Provide incentives and special recognition to students who show growth and improvement in mathematic goals, using the 8 mathematical practices.	Principal, Teachers	Decrease in Discipline reports from teachers, Decrease in Absenteeism	Discipline and Attendance Reports

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
Common Core/8 Principals of Mathematical Practice	K - 5	Emily Dickey, Janet Cook, Paula Kauffman, Martha Gioielli	School Wide		Classroom Walk Throughs, Lesson Plans, Data Disaggregation Teacher Data Notebooks	Valencia Barnes, Emily Dickey, Janet Cook, Paula Kauffman, Martha Gioielli
Lesson Study	K - 5		School Wide			Valencia Barnes, Emily Dickey, Paula Kauffman, Martha Gioielli
Disaggregation of Data	K-5	Emily Dickey, Janet Cook, Paula Kauffman, Valencia Barnes	School Wide		Classroom Walk Throughs, Lesson Plans, Data Disaggregation Teacher Data Notebooks	Valencia Barnes, Emily Dickey, Paula Kauffman, Martha Gioielli
GO MATH	K - 5	Emily Dickey, GO Math consultant	School Wide		Classroom Walk Throughs, Lesson Plans, Data Disaggregation Teacher Data Notebooks	Valencia Barnes, Emily Dickey, Paula Kauffman, Martha Gioielli
Differentiated Instruction	K - 5	Emily Dickey, Janet Cook, Paula Kauffman	School Wide		Classroom Walk Throughs, Lesson Plans, Data Disaggregation Teacher Data Notebooks	Valencia Barnes, Emily Dickey, Paula Kauffman, Martha Gioielli

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pearson Successmaker	Suppelemental Computer Assisted Math Program	Title 1 School Improvement Grant	$5,000.00
Go Math	Supplemental Math Program	Title 1 School Improvement Grant	$12,000.00
		Subtotal: $17,000.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Hardware	Additional hardware for the use of supplemental software applications.	Title 1 School Improvement Grant	$5,000.00
		Subtotal: $5,000.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Pearson Successmaker	Program Consultant	Title 1 School Improvement Grant	$10,000.00
		Subtotal: $10,000.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Think Link Assessment	Progress Monitoring	Title 1 School Improvement Grant	$1,000.00
Instructional Coach	This instructional coach will provide job embedded professional development for math teachers	Title 1 School Improvement Grant	$24,375.00
Resource Teacher (1/2 time)	Push-in-Pull-out to assist struggling lower 25%	Title 1 School Improvement Grant	$21,000.00
Afterschool Tutoring Program	Certified teacher will provide assistance for struggling lower 25%.	Title 1 School Improvement Grant	$10,000.00
		Subtotal: $56,375.00	
		Grand Total: $88,375.00	

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:	According to the 2013 FCAT, there will be a 3% increase in students achieving proficiency (FCAT Level 3) in science..
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (4)	19% (3)

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
	Lack of rigor/exposure to scientific knowledge in K-5.	Professional Development on the science standards	Principal Curriculum Coach	Class room walkthrough Lesson Plans	Chapter Test Teacher Made Test

			DOE Specialist	Student Science Notebook	Student Science Notebook
1		Summer Enrichment Camp Science Labs Science Fair			
2	Lack of Scientific Vocabulary	Professional Development on the science standards and vocabulary	Principal Curriculum Coach DOE Specialist	Class room walkthrough Lesson Plans Student Science Notebook Interactive Word Walls	Chapter Test Teacher Made Test Student Science Notebook Interactive Word Walls
3	Misconceptions of Science	Professional Development in Science Content	Principal Curriculum Coach DOE Specialist Teacher	Class room walkthrough Lesson Plans	Teacher Made Test Student Science Notebook

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:	
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
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:	According to the 2013 FCAT, there will be a 3% increase in students achieving proficiency (FCAT Level 4 and 5) in science..
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	3% (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
Lack of rigor/exposure to scientific knowledge in K-5.	Professional Development on the science standards	Principal Curriculum Coach DOE Specialist	Class room walkthrough Lesson Plans Student Science	Chapter Test Teacher Made Test Student Science

1		Summer Enrichment Camp Science Labs Science Fair		Notebook	Notebook
2	Lack of Scientific inquiry process	Professional Development on the science standards Lesson Study	Principal Curriculum Coach DOE Specialist	Class room walkthrough Lesson Plans Student Science Notebook	Chapter Test Teacher Made Test Student Science Notebook

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 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
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
Inquiry Based Projects	5th grade science	Expert consultants	5th grade science	Monthly	Twice monthly DBLT meeting	Principal Instructional Coaches
National Geographic Online Content	3 - 5	Consultant and Curriculum Coordinator	3 - 5 teachers	October 2012 and ongoing	Walkthroughs and Lesson Plans	Principal Curriculum Coordinator
Provide Professional Development for teachers in Grades 3 - 5 on Stations, Science Notebooks & Rigor	K-5	Instructional Coaches and Curriculum Coordinator	K- 5 teachers	November 30, 2012	Walkthroughs and Lesson Plans	Principal Instructional Coaches Curriculum Coordinator

Provide Professional Development on Lesson Planning	K - 5	Instructional Coaches and Curriculum Coordinator	K-5	October 30, 2012	Lesson Plans	Principal Instructional Coaches Curriculum Coordinator
Provide Professional Development for teachers on Next Generation Sunshine State Standards Items Specifications and Instructional Calendars	K - 5	Instructional Coaches and Curriculum Coordinator	K-5	October 30, 2012	Walkthroughs and Lesson Plans	Principal Instructional Coaches Curriculum Coordinator

Science 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
Additional computer peripheral hardware	Supplemental science hardware and software	Title 1 School Improvement Grant	$5,500.00
			Subtotal: $5,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of inquity and project based learning	Experts in the field	Title 1 School Improvement Grant	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Think Link Assessments	Progress monitoring	Title 1 School Improvement Grant	$1,000.00
Afterschool Tutoring	Certified teacher will provide assistance for struggling lower 25%.	Title 1 School Improvement Grant	$5,000.00
			Subtotal: $6,000.00
			Grand Total: $13,500.00

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:	According to the 2013 FCAT, there will be a 3% increase in students achieving proficiency (FCAT Level 3) in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (7) Level 4 2012 6% (1)	42% (7) Level 4 2013 9% (2)

	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 exposure to the writing process in grades K-3	Professional Development on the Writing Process	Principal Curriculum Coach DOE Specialist Outside Consultant	Classroom walkthrough Lesson Plans Student Writing Notebooks	Write Score Results Monthly Writing Prompts Student Writing Notebooks With Feedback
2	Limited exposure to writing to text	Professional Development on the Writing to text	Principal Curriculum Coach DOE Specialist Outside Consultant	Classroom walkthrough Lesson Plans Student Writing Notebooks	Write Score Results Monthly Writing Prompts Student Writing Notebooks With Feedback

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:	
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
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 the Content Area	K - 5	Janet Cook, Paula Kauffman, Cynthia Stepter	School Wide	January 2013	Walkthroughs, Lesson Plans, Student work/notebooks GES Writes & Write Score	Valencia Barnes, Janet Cook, Paula Kauffman, Cynthia Stepter, Emily Dickey

Writing to text	K - 5	Janet Cook, Paula Kauffman, Cynthia Stepter	School Wide	January 2013	Walkthroughs, Lesson Plans, Student work/notebooks GES Writes & Write Score	Valencia Barnes, Janet Cook, Paula Kauffman, Cynthia Stepter, Emily Dickey
Rubric Development	K-5	Janet Cook, Paula Kauffman, Cynthia Stepter, Emily Dickey	School Wide	January 2013	Walkthroughs, Lesson Plans, Student work/notebooks GES Writes & Write Score	Valencia Barnes, Janet Cook, Paula Kauffman, Cynthia Stepter, Emily Dickey

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	Progress Monitoring quarterly to assess writing success on Florida Writes	Title 1 School Improvement Grant	$275.00
			Subtotal: $275.00
			Grand Total: $275.00

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, Greenville Elementary School maintained an average of 96% of students in daily attendance and will continue this during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
5	4
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)	Tardies (10 or more)
4	2

	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 transportation by the parent if the student misses the bus or there is inclimate weather.	Parent Contact	Principal Teacher Curriculum Coordinator	Tracking of student attendance	FOCUS reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus software	This software tracks attendance and grades	Title 1 School Improvement Grant	$800.00
			Subtotal: $800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FOCUS Training	Training on how to utilize the software for tracking attendance	Title 1 School Improvement Grant	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of 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:	According to the 2011-2012 MIS data, 30 students were suspended out of school for a total of 96 days. During the 2012-2013 school year, the number of students suspended out of school will decrease by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
N/A	N/A
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
45	40
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
30	27

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of a consistent school wide behavior plan	Implement the Positive Behavior Support system developed by the school PBS team.	Principal and school based PBS team	Track discipline monthly through DBLT / SBLT meetings	FOCUS reports of discipline
2	Training of staff responsible for implementation of Positive Behavior Program	Staff to be trained on Positive Behavior Program	Principal and school based PBS team	Track discipline monthly through DBLT / SBLT meetings	FOCUS reports of discipline

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
Positive Behavior Support Training	K-5	PBS Trainer	School Wide	Monthly	DBLT, SBLT meeting	Principal PBS Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Action Materials	Supplemental positive behavior materials	Safe School/Healthy Students	$6,000.00
		Subtotal: $6,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Focus Software	Software used to track discipline	Title 1 School Improvement Grant	$200.00
		Subtotal: $200.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Focus	Training on how to input referrals to track discipline	Title 1 School Improvement Grant	$200.00
		Subtotal: $200.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Recognition for Student of the month	Incentives for students earning student of the month	Title 1 School Improvement Grant	$1,500.00
Master Teacher (1st 60 days)	Strategies for classroom management	Title 1 School Improvement Grant	$300.00
Master Teacher (Finishing Strong)	Strategies for classroom management	Title 1 School Improvement Grant	$300.00
Understanding the framework of poverty	Strategies for classroom management	Title 1 School Improvement Grant	$200.00
		Subtotal: $2,300.00	
		Grand Total: $8,700.00	

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.*	The school will improve parental involvement by 20% during the 2012-2013 school year
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20% of our parents are involved in school activities	40% 0f our parents will become involved.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Problem-Solving Process to Increase Student Achievement	
1	Working parents, travel and other child care.	Have activities at times that are convenient to parents.	Teacher and Principals	Parent Sign in logs, PTO meetings	Observation
2	Lack of parent involvement in TO/SAC meetings	Different grade levels will perform and Students of the Month will be recognized.	Teachers and Principals	Parent Sign in logs, PTO meetings	Observation
3	Parents lack of knowledge of student academic performance	Teacher Data Chats with Parents	Teachers, Instructional Coaches, Curriculum Coordinator and Principal	Parent Sign in logs, Data Chat forms	Observation and Teacher Data Notebooks, Parent Contact log

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						

Parent Involvement Budget:

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

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:	Greenville Elementary will implement the STEM program through the use of hands on activities across the curriculum.

	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 teacher knowledge of STEM.	Professional Development on STEM	Madison STEM Coordinator DOE Specialist	Walkthrough Lesson Plans	Discovery Education Test Chapter Test Teacher Made Test
2	No Science Fair during 2011-2012 school year	Science Fair for 2012-2013	Teacher, DOE Specialist, Instructional Coaches	Science Fair projects	Observation Lesson Plans Science FAIR projects
3	Lack of knowledge of intergration of inquiry projects.	To work collaboratively with the community (Agriculture Extension office)	Teacher, Instructional Coaches	STEM project Walkthrough Lesson Plans	STEM project Walkthrough Lesson Plans

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
Understanding STEM	K - 5	Sam Stalnaker	School Wide	August 14, 2012 and ongoing	Classroom Walk Throughs, Lesson Plans	Valencia Barnes, Paula Kauffman, DOE Specialist, Janet Cook, Emily Dickey

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	Rewards Intervention Supplement	Help with reading remediation	Title 1 School Improvement Grant	$1,500.00
Reading	Core Intervention Program	Help with reading remediation	Title 1 School Improvement Grant	$5,000.00
Reading	American Reading Company (100 book challenge)	Help with reading remediation	Title 1 School Improvement Grant	$10,000.00
Mathematics	Pearson Successmaker	Suppelemental Computer Assisted Math Program	Title 1 School Improvement Grant	$5,000.00
Mathematics	Go Math	Supplemental Math Program	Title 1 School Improvement Grant	$12,000.00
Suspension	Positive Action Materials	Supplemental positive behavior materials	Safe School/Healthy Students	$6,000.00
				Subtotal: $39,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading A to Z	Online supplemental reading leveled text resources	Title 1 School Improvement Grant	$1,500.00
Reading	Discovery Education - United Streaming	Online virtual tours	Title 1 School Improvement Grant	$1,000.00
Reading	Successmaker software upgrade	Prescriptive software	Title 1 School Improvement Grant	$5,000.00
Reading	Ed Helper	Online supplemental reading leveled text resources	Title 1 School Improvement Grant	$1,000.00
Reading	Destiny Software	Technology update for library	Title 1 School Improvement Grant	$2,800.00
Mathematics	Computer Hardware	Additional hardware for the use of supplemental software applications.	Title 1 School Improvement Grant	$5,000.00
Science	Additional computer peripheral hardware	Supplemental science hardware and software	Title 1 School Improvement Grant	$5,500.00
Attendance	Focus software	This software tracks attendance and grades	Title 1 School Improvement Grant	$800.00
Suspension	Focus Software	Software used to track discipline	Title 1 School Improvement Grant	$200.00
				Subtotal: $22,800.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Imagine It Consultant	Program Implementation & Support and Professional Development	Title 1 School Improvement Grant	$5,000.00
Reading	Pearson Success Maker	Help with reading remediation	Title 1 School Improvement Grant	$20,000.00
Mathematics	Pearson Successmaker	Program Consultant	Title 1 School Improvement Grant	$10,000.00
Science	Increase the use of inquity and project based learning	Experts in the field	Title 1 School Improvement Grant	$2,000.00
Attendance	FOCUS Training	Training on how to utilize the software for tracking attendance	Title 1 School Improvement Grant	$200.00
Suspension	Focus	Training on how to input referrals to track discipline	Title 1 School Improvement Grant	$200.00
				Subtotal: $37,400.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Discovery Education - Think Link	Progress Monitoring	Title 1 School Improvement Grant	$1,000.00
Reading	Instructional Coach	This instructional coach will help provide job embedded professional development	Title 1 School Improvement Grant	$21,000.00
Reading	Resource Teacher (1/2 time)	Push-in-Pull out instructor to assist struggling lower 25%	Title 1 School Improvement Grant	$21,000.00
Reading	Afterschool Tutoring	Certified teacher will provide assistance for struggling lower 25%.	Title 1 School Improvement Grant	$10,000.00
Mathematics	Think Link Assessment	Progress Monitoring	Title 1 School Improvement Grant	$1,000.00
Mathematics	Instructional Coach	This instructional coach will provide job embedded professional development for math teachers	Title 1 School Improvement Grant	$24,375.00
Mathematics	Resource Teacher (1/2 time)	Push-in-Pull-out to assist struggling lower 25%	Title 1 School Improvement Grant	$21,000.00
Mathematics	Afterschool Tutoring Program	Certified teacher will provide assistance for struggling lower 25%.	Title 1 School Improvement Grant	$10,000.00
Science	Think Link Assessments	Progress monitoring	Title 1 School Improvement Grant	$1,000.00
Science	Afterschool Tutoring	Certified teacher will provide assistance for struggling lower 25%.	Title 1 School Improvement Grant	$5,000.00
Writing	Write Score	Progress Monitoring quarterly to assess writing success on Florida Writes	Title 1 School Improvement Grant	$275.00
Suspension	Recognition for Student of the month	Incentives for students earning student of the month	Title 1 School Improvement Grant	$1,500.00
Suspension	Master Teacher (1st 60 days)	Strategies for classroom management	Title 1 School Improvement Grant	$300.00
Suspension	Master Teacher (Finishing Strong)	Strategies for classroom management	Title 1 School Improvement Grant	$300.00
Suspension	Understanding the framework of poverty	Strategies for classroom management	Title 1 School Improvement Grant	$200.00
			Subtotal:	$117,950.00
			Grand Total:	$217,650.00

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

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
Fall festival	$1,500.00
Teacher Appreciation Week	$1,500.00
Student and teacher recognition awards	$2,500.00

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

GES "A New Beginning" School Year 2012-2013

Greenville Elementary School Advisory Council greets you with excitement for the upcoming school year. We have a lot of work to do but we are confident that we "can do it". Together we can move our school forward and improve our school image. GSAC look forward to working hand in hand with you to accomplish our goal for this school year. It is important that we have a paradigm shift in our thinking as well as our approach to problem solving. You are not alone; SAC is here to support you and to help alleviate barriers that may exist. There are solutions to every problem; we just have to be willing to accept change even if it makes us uncomfortable for a moment. It is our hope that each staff person is willing to go the extra mile to make our School what we know it can be. We have to prepare our students for the Nationwide Common Core Standards Initiatives adopted by the State of Florida on July 27, 2010. Commitment, integrity and hard work will greatly influence better student outcomes. It is important to know the culture of those you teach and to accept the differences that exist. This provides an excellent opportunity for your skills, expertise and creativity to excel.
GES SAC goals for 2012-2013 school year are:
• GES School Grade to be C or higher
• Provide support to the Principal, Students, Teachers and Staff
• Assist the Principal in the development of educational programs that will help improve our School
We look forward to the challenge ahead because in the end "We will Succeed."
Cheryl Clemons
SAC Chairperson

AYP DATA

SCHOOL GRADE DATA

No Data Found

Madison School District
GREENVILLE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	67%	54%	30%	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	50%	48%			98	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?	50% (YES)	48% (NO)			98	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					405	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Madison School District
GREENVILLE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	73%	59%	10%	188	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%	43%			85	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?	42% (NO)	43% (NO)			85	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					358	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested