

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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**School Name: CHATTAHOOCHEE ELEMENTARY  
SCHOOL**

**District Name: Gadsden**

**Principal: Elijah Key, Jr.**

**SAC Chair: Sharon Reed**

**Superintendent: Reginald James**

**Date of School Board Approval:**

**Last Modified on: 1/15/2013**

**Gerard Robinson,  
Commissioner**  
Florida Department of  
Education  
325 West Gaines Street  
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K-12 Public Schools  
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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	Elijah Key, Jr.	BS -Social Science Education MA- Educational Leadership	2	7	<p>Principal of Chattahoochee Elementary School 2011-12: Grade D (409 pts.) 32% of students reading at or above grade level 61% of students making a year's worth of progress in reading 61% of struggling students making a year's worth of progress in reading 60% of students at or above grade level in math 64% of students making a year's worth of progress in math 64% of struggling students making a year's worth of progress in math 54% of students are meeting state standards in writing. 14% of students at or above grade level in Science</p> <p>Principal of Chattahoochee Elementary School 2010-11: AYP-No 92% of Criteria Met, Grade C(479pts.) 38% of students reading at or above grade level 61% of students making a year's worth of progress in reading 65% of struggling students making a year's worth of progress in reading 60% of students at or above grade level in math</p>

				<p>80% of students making a year's worth of progress in math  83% of struggling students making a year's worth of progress in math  68% of students are meeting state standards in writing.  24% of students at or above grade level in Science</p> <p>Principal of Gadsden Elementary Magnet School  2009-10: AYP-Yes, Grade A  91% of students reading at or above grade level  84% of students making a year's worth of progress in reading  84% of struggling students making a year's worth of progress in reading  96% of students at or above grade level in math  78% of students making a year's worth of progress in math  78% of struggling students making a year's worth of progress in math  81% of students are meeting state standards in writing.  83% of students at or above grade level in Science</p>
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## 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	# of Years as an	Prior Performance Record (include prior School Grades,
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			at Current School	Instructional Coach	FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Science	Diane White	BS Elementary Ed MS Teaching	28		Former 4th Grade Teacher Reading Proficiency Reading Learning Gains Reading Lowest 25% Math Proficiency Math Learning Gains Math Lowest 25%
Math	Mellany Wiggins	BS Elementary ED MS Curriculum and Instruction	5	1	Chattahoochee Elementary School Grade D 2011-12 Math Mastery - 60%, Learning Gains - 64% Grade C 2010-11 Math Mastery - 30%, Learning Gains - 81%, All Subgroups met AYP. Grade F 2009-10 Math Mastery - 81%, Learning Gains - 67%, No subgroup met AYP. Grade C 2008-09 Math Mastery - 52%, Learning Gains - 95% All Subgroups met AYP.
Reading	Rena Nelson	BS Elementary Education  K-12 Reading Certification		12	Havana Elementary 2012 Grade C Classroom Teacher Reading Proficiency - Reading Learning Gains - 79% Lowest 25% Learning Gains - Writing -

## 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	Partnering new teachers with veteran staff.	Principal	August 31, 2012	

2	Regular Weekly Meetings with new teachers with principal and Coaches	Principal Academic Coaches	on-going	
3	Build school-level leadership capacity	Principal	on-going	
4	Soliciting referrals from other administrators at high performing schools.	Principal	as needed	

## 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]).

<p><b>Provide the Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.</b></p> <p>No data submitted</p>	<p><b>Provide the strategies that are being implemented to support the staff in becoming highly effective</b></p>
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## 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	% ESOL Endorsed Teachers
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18      22.2%(4)    44.4%(8)    22.2%(4)    11.1%(2)    33.3%(6)    100.0%(18)    16.7%(3)    0.0%(0)    22.2%(4)

## 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
Virginia Stubbs	Keyshonara Formman	Ms. Formman is partnered with Ms. Stubbs who is a veteran teacher.	The mentor will have the opportunity to observe the mentee’s teaching strategies, provide feedback, coach, model and assist in planning.
Mellany Wiggins	Tameka Rumph	Ms. Rumph is a third year third grade teacher and was partnered with Ms. Wiggins who is a veteran third grade teacher at CES that will provide support through conferencing, review of weekly lesson plans and benchmarks, modeling of strategies.	The mentor will have the opportunity to observe the mentee’s teaching strategies, provide feedback, coach, model and assist in planning.
Diane White	Candace	Ms. Pontius is	The mentor will have

	Pontius	a second year fourth grade teacher and was partnered with Mrs. White who is a veteran fourth grade teacher at CES that will provides support through conferencing, review of weekly lesson plans and benchmarks, modeling of strategies.	the opportunity to observe the mentee's teaching strategies, provide feedback, coach, model and assist in planning.
Rena Nelson	Chastity Sanders	Ms.Sanders is a first year first grade teacher and was partnered with Mrs. Nelson who is a veteran teacher that will provides support through conferencing, review of weekly lesson plans and benchmarks, modeling of strategies.	The mentor will have the opportunity to observe the mentee's teaching strategies, provide feedback, coach, model and assist in planning.
Patricia Gatlin	Laquanna Brandon	Ms.Brandon is a first year first grade	The mentor will have the opportunity to observe the mentee's

		<p>teacher and was partnered with Mrs. Gatlin who is a veteran teacher that will provides support through conferencing, review of weekly lesson plans and benchmarks, modeling of strategies.</p>	<p>teaching strategies, provide feedback, coach, model and assist in planning.</p>
Ruth Hinson	Kimberly Hilbig	<p>Mrs. Hilbig is a first year Pre-K teacher and was partnered with Mrs. Hinson who is a teacher that has now been teaching Pre-K for four years now and will provides support through conferencing, review of weekly lesson plans and benchmarks, modeling of strategies.</p>	<p>The mentor will have the opportunity to observe the mentee's teaching strategies, provide feedback, coach, model and assist in planning.</p>
Mellany Wiggins	Annamaria Davis	<p>Ms.Davis is a reentering</p>	<p>The mentor will have the opportunity to</p>



		<p>the class after years of being out and was partnered with Ms. Wiggins who is a veteran teacher and math coach that will provides support through conferencing, review of weekly lesson plans and benchmarks, modeling of strategies.</p>	<p>observe the mentee's teaching strategies, provide feedback, coach, model and assist in planning.</p>
Diane White	Joycelin Lewis	<p>Ms.Lewis is a third year teacher and was partnered with Mrs. White who is a veteran fourth grade teacher at CES that will provides support through conferencing, review of weekly lesson plans and benchmarks, modeling of strategies.</p>	<p>The mentor will have the opportunity to observe the mentee's teaching strategies, provide feedback, coach, model and assist in planning.</p>

# **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 after-school programs and summer school. The district coordinates with Title II in ensuring staff development needs are provided.

### **Title I, Part C- Migrant**

Migrant Liason provides services and support to students and parents. Coordination is made between Title I and other programs to ensure students needs are met.

### **Title I, Part D**

District receives funds to support the Educational outreach program. Services are coordinated with Drop-out prevention programs.

### **Title II**

District receives supplemental funds for improving basic educational programs.

## **Title III**

### **Title X- Homeless**

The district Homeless Liason provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

### **Supplemental Academic Instruction (SAI)**

SAI funds will be coordinated with Title I to provide extended day during the school year, summer school for level 1 readers and the continued expansion of summer programs.

### **Violence Prevention Programs**

### **Nutrition Programs**

Fresh Fruits and vegetables are provided through a grant to give students a healthy snack during the school day.

### **Housing Programs**

### **Head Start**

### **Adult Education**

### **Career and Technical Education**

## **Job Training**

## **Other**

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Elijah Key, Principal has provided a common vision for the use of data-based decision-making, ensuring that the school-based team is implementing RtI, conducting assessment of RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support RtI implementation, and communicating with parents regarding school-based RtI plans and activities.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Corelia Sanger, RTI/ESE Resource - Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Diane White, Science, Mellany Wiggings, Math Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Rena Nelson, Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Damaris Fonticoba, School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Gail Bridges-Bright, ETO-RTI Specialist: Provides research based interventions, resources and maintains database to assistance in maintaining fidelity of the RTI process and pre-referral process for classroom teachers and MTSS/RtI Team.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets every Thursday to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

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.

Tier I Core Program- 100 Minute Block

- Consists of academic and behavioral methodologies, supports are designed for all students.
- Differentiated small group instruction, on grade level material, (guided reading materials, skill or strategies on grade level.
- Students one year below, Imagine It Intervention or ELL Support Guide, Re-teach Guide
- Students above grade level receive “enrichment” during Tier I time.

Tier II Core Plus More- School Wide Reading Time (60 Minutes)

- Consists of supplemental instruction and intervention that are provided in addition to the effective core program, both academic instruction and behavioral supports
- Students’ two years below, 2nd -3rd use EIR, 4th-5th Kaleidoscope, K-1st uses Imagine It intervention because the Core is so specific and detailed at the level.
- Intervention without measurable improvements, downward, turn, flat line, etc. after receiving Tier I and II continue then begin Tier III.

Tier III – Individualized (15-30 Minutes)

- Consists of individualized, intensive academic instruction or behavioral supports provided in addition in addition and aligned with the core program.
- The goal is to increase the rate of the student’s progress.
- This may also mean using any of the above Tier II Interventions that data indicates may help the child.

Describe the plan to train staff on MTSS.

Describe the plan to support MTSS.

## **Literacy Leadership Team (LLT)**

School-Based Literacy Leadership Team

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

Members of the CES LLT includes the following: Elijah Key, Jr.-Principal, Rena Nelson - Reading Coach, and all classroom teachers.

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

The Literacy Leadership Team will focus its meetings on student achievement by highlighting literacy within the school and the community.

Members of the team will meet monthly, the fourth Wednesday of each month and as needed to engage in the following activities:

Based on the on-going ongoing benchmark assessments, FAIR assessments, and on-going progress monitoring, data will be reviewed and monitored to identify students who are meeting/exceeding benchmarks. Based on the information, the team will identify needed professional development, reading activities, and resources.

The team will collaborate regularly to problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The LLT will also plan activities and celebrations related to student achievement.

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

To increase the number of proficient readers.

To interpret data effectively in order to make teaching decisions.

To enhance students' ability to become critical thinkers and inde

## **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.

The Pre-K Program offers students a developmentally appropriate learning environment that will prepare student for Kindergarten. Pre-K teachers conducted home visits of all students entering the Pre-K program prior to the start of school. Imagine Pre-K curriculum is used to help students enhance their literacy skills.

Each year the Pre-K teacher and kindergarten teacher collaborates to help with transition. This

collaboration includes vertical articulation and summer school opportunities for pre-k students. To improve instructional strategies the pre-k teacher participate in professional development opportunities.

## **\*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:

#### 2012 Current Level of Performance:

In grades 3-6, 38% of students achieved mastery on the 2011 administration of the FCAT Reading Test, 61% made learning gains, and 65% of the lowest 25% made gains.

Across all grade-levels students are performing below district and state averages in reading. All sub groups failed to meet AYP targets and the percentage of students making learning gains increased by 15 percentage points and the lowest 25% increased by 18 percentage points.

#### 2013 Expected Level of Performance:

In grades 3-5, 44% of students will meet mastery in Reading. 65% of students will make learning gains and 69% of the lowest 25% 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	Implementation of the core reading program with fidelity.	Monitor with fidelity the reading block and provide teachers with feedback.	District's Reading Coach, School's Reading Coach, ETO Reading Specialist, and Principal.	Classroom Walk-throughs	Students Benchmark Exams, FAIR Data.
2	Not understanding the purpose of FAIR testing and using it to drive interventions for	Weekly data chats with teachers to understand how to focus instruction based on FAIR	Reading Coaches and ETO Reading Specialist and Principal.	Data Analysis Forms and Data Chats.	FAIR assessments and FCIM's mini assessments.

	reading.	results.			
3	Effective Lesson Planning and delivery of instruction.	Uniformed Lesson Plan format and Peer Teacher walk-throughs.	Principal, Reading Coach and Teachers.	Classrooms' walk-throughs and	Benchmark Exams, FCIM's mini assessments, and FAIR.

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**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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.**

The results of the 2012-2013 FCAT Reading Test indicates that 10 % of tested students achieved at levels of 4 and 5.

**Reading Goal #2a:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

8% (10)

20%

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position</b>	<b>Process Used to Determine</b>	<b>Evaluation Tool</b>
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			<b>Responsible for Monitoring</b>	<b>Effectiveness of Strategy</b>	
1	Rigorous Instruction	Teacher will receive training concerning Bloom's Depth of Knowledge and use the information to strengthen rigor.	Principal, ETO Reading Specialist and Coaches.	Classroom Walk-throughs, lesson plans	FCIM, FAIR, and Classroom 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**

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

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.**

Based on the results of the 2012 FCAT test 59% of students made learning gains

**Reading Goal #3a:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

59% (33)

65%

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Understanding of the RTI process.	Training and utilization of the RTI process to help students learn.	Principal, ETO-RTI Specialist, and RTI leadership team	Data chats with teachers and students, RTI meetings.	FAIR, FCIM's, classroom, and informal 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**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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.**

The results of the 2012 FCAT Reading test indicates that 61% of the lowest 25% made learning gains.

**Reading Goal #4:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

65%

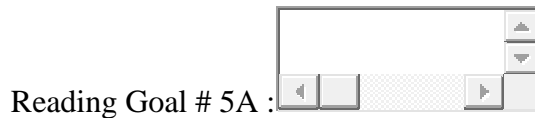
65%

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Targeted students participating in Effective Afterschool Tutorial	Implement tutorial for students identify as a part of the lowest 35% with individualized instruction to meet the needs of students.	RTI leadership team, ETO Reading Specialist Coaches, and Principal	Data Chats and analysis Forms	Mini Assessments.
2	Targeted students have a limited vocabulary due to lack of exposure to print.	Provide students with practice in recognizing word relationships and identify the meanings of words in context. Require reading strategies taught in all content areas. Leveled Readers Common Core Libraries	Reading Coach, ETO Reading Specialist, and Principal	Data Chats and School-wide assessments	School Assessments, district benchmark assessment and 2013 FCAT

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%.



Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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.**

The results of the 2011 FCAT Reading Assessment indicate that 33 percent of the students in the AYP ethnicity group Black achieved level 3 High Standard proficiency

**Reading Goal #5B:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

33

48

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Students lack an interest in reading and do not have enough exposure to print	Encourage students with motivational activities such as Accelerated Reading, Ticket to Read, Success Maker and provide them with more exposure to print by using Read Alouds and readings during lunch.	Principal and Reading Coach	District wide Assessments, school-wide assessments, and FAIR	Mini Assessments and 2012 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 subgroup:

**5C. English Language Learners (ELL) not making satisfactory progress in reading.**

**Reading Goal #5C:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

**Problem-Solving Process to Increase Student Achievement**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position</b>	<b>Process Used to Determine</b>	<b>Evaluation Tool</b>
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			<b>Monitoring</b>		
1	Students do not conceptualize the purpose of reading in their every day life.	Provide students with more non-fictional material and discuss how it relates to their every day life.	Principal and Reading Coach	FAIR and School-wide assessments	Mini Assessments and 2011FCAT

**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.

<b>PD Content /Topic and/or PLC Focus</b>	<b>Grade Level/Subject</b>	<b>PD Facilitator and/or PLC Leader</b>	<b>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</b>	<b>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person or Position Responsible for Monitoring</b>
Performance Matters	Reading All grade levels	Reading Coach Principal ETO Reading Specialist	All Teachers	Weekly/Monthly	Data Chats Data Notebook	Reading Coach and Principal ETO Reading Specialist
Learning Environment	Reading All grade levels	ETO Reading Specialist, Reading Coach	All Teachers	Weekly (Tuesday grade group meeting)	Daily Classroom Walkthrough	Reading Coach and Principal ETO Reading Specialist
Common Core Standards	Reading All grade levels	ETO Reading Specialist, Reading Coach	All Teachers	August-2012 Weekly (Tuesday grade group meeting)	Daily Classroom Walkthrough Lesson Plans Common Core notebook	Reading Coach and Principal ETO Reading Specialist
Close Reading, Text	Reading All grade levels	ETO Reading	All Teachers	August-2012/ongoing	Daily Classroom	Reading Coach and



Complexity,		Specialist , Reading Coach			Walkthrough	Principal ETO Reading Specialist
Vocabulary and Comprehension Strategies	Reading All grade levels	ETO Reading Specialist , Reading Coach	All Teachers	August-2012 Weekly (Tuesday grade group meeting)	Daily Classroom Walkthrough Lesson Plans	Reading Coach and Principal ETO Reading Specialist
Instructional Practices/Strategies	Reading All grade levels	ETO Reading Specialist , Reading Coach	All Teachers	Weekly (Tuesday grade group meeting)	Daily Classroom Walkthrough	Reading Coach and Principal ETO Reading Specialist
Successmaker	1st-5th	Pearson Consultant Reading Coach Principal	All Teachers	Weekly (Tuesday grade group meeting)	Daily Classroom Walkthrough Data Notebook	Reading Coach and Principal
Reading Unravel	Reading All grade levels	ETO Reading Specialist , Reading Coach	All Teachers	August - 2012/ongoing	Daily Classroom Walkthrough	Reading Coach and Principal ETO Reading Specialist

**Reading Budget:**

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

			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$0.00</b>

*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:**

**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**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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**

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

**CELLA Budget:**

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>

No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$0.00</b>

*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.**

The percentage of students performing at a level of proficient or above, as measured by the 2012-13 FCAT mathematics test, will increase by 6%.

**Mathematics Goal #1a:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

44% (34)

In grades 3-5, 50% of students will meet mastery in math

## Problem-Solving Process to Increase Student Achievement

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers not using the core math program and district approved supplemental programs with fidelity.	Provide professional development and ongoing training to help teachers understand how to effectively and strategically utilize the math program(s).	ETO Specialist Teachers, Math Coach, and Principal	Data Chats with teachers, Walk-throughs, Weekly meetings	Weekly Mini Assessments, Success Maker Data, Go Math and Acaletics Assessments and 2013 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:

**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**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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.**

The percentage of students scoring a level 4 or higher, as measured by the 2012-13 FCAT mathematics exam will increase by 2%.

**Mathematics Goal #2a:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

19%(15)

21%

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Limited oppotunities are provided for enrichment, inquiry, and project-based learning activities.	Teachers will use the resources offered in the Go Math program (i.e., literacy center, big idea projects, and enrich activities) to broaden the students' understanding of critical math concepts based on the individual needs	Principal, and Math Coach District math specialist	Classroom Walkthroughs and Observations	Weekly assessments, student work samples, lesson plans, and 2013 FCAT

		of each learner.			
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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 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**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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.**

The percentage of students making learning gains in mathematics, as measured by the 2012-13 FCAT mathematics test, will increase by 3%.

**Mathematics Goal #3a:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

63% (32)

65%

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Students lack of	Provide our fragile	Math Coach	Classroom Walk-	Weekly

prerequisite knowledge and/or a basic understanding of addition, subtraction, multiplication and division facts, which inhibits their ability to compute accurately and solve multistep math problems and meet/exceed the rigorous demands outlined by state.	learners with additional instruction and/or support through use of the core program's intervention & strategic intervention resources. Also grant students' support through use of instructional technology.	and Principal District math specialist	throughs, teacher data chats, data analysis form, use of the rti/tiered intervention process fidelity.	assessments and 2013 FCAT
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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 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**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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.**

The percentage of students in the lowest quartile making learning gains in math, as measured by the 2012-13 FCAT mathematics test, will increase by 2%.



**Mathematics Goal #4:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

63%

65%

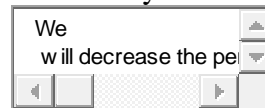
**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Students within this group often lack prerequisite skills, the ability to perform basic computations, and adeptness in terms of problem solving and critical thinking.	Implementing a structured remediation program that will provide students with an additional 20 minute daily Small Group Differentiated Instruction utilizing Go Math! Florida.	Principal and Math Coach District math specialist	Classroom Walk-throughs, use of tiered instruction model, use of rti process with fidelity, and student and teachers data chats.	Weekly assessments and 2013 FCAT

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 # 5A :



Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		12.5%	12.5%	12.5%	12.5%	

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:**

In order to the close the disparity of achievement in math, as measured by the 2012-13 FCAT, among AMO subgroup "ethnicity black" and their non-subgroup cohorts, we will reduce the number of black students not making adequate progress by 12.5%.

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

57%

44.5%

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Lack opportunities to participate in remedial math programs designed to improve their skills in mathematics content area reading, thus limiting their progress in attaining high standards.	A structured “in-school” remediation program will provide students with Small Group Differentiated Instruction through utilization of Success Maker (30 minutes daily).	Principal, Math Coach, and RTI team	data analysis form, walk-throughs of classes, after-school programs, and SES providers	Bi-Weekly assessments and 2012 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 subgroup:

**5C. English Language Learners (ELL) not making satisfactory progress in mathematics.**

**Mathematics Goal #5C:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

**Problem-Solving Process to Increase Student Achievement**

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

**5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.**

**Mathematics 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
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:

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

In order to close the disparity of achievement in math, as measured by the 2012-13 FCAT, among AMO sub-group "economically disadvantaged" and their non-subgroup cohorts, we will reduce the number of black students not making adequate progress by 12.5%.

**Mathematics Goal E:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

43%

30.5%

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
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			<b>Responsible for Monitoring</b>	<b>Effectiveness of Strategy</b>	
1	Limited opportunities to practice mathematics skills beyond the school day.	Develop a thirty minute, four time weekly, before-, and after- school remediation program , utilizing Success Maker and one-on-one tutoring program that will provide students with individualized mathematics practice “beyond the bell”.	Principal and RTI team	SuccessMaker reports to ensure students are participating and making adequate progress.	Bi-weekly assessments and 2012 FCAT

*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.**

<b>PD Content /Topic and/or PLC Focus</b>	<b>Grade Level/Subject</b>	<b>PD Facilitator and/or PLC Leader</b>	<b>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</b>	<b>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person or Position Responsible for Monitoring</b>
Go Math	All Grades	Math Coach or ETO Math Specialist Go Math Consultant	All Teachers	August-2012 Weekly, Monthly or as on a needed basis	Classroom Walkthroughs Daily/Weekly chats with teachers	Principal Math Coach ETO Math Specialist
Acaletics	All Grades	Acaletics Consultant	Teachers in grades 1st - 5th	August-2012 Weekly, Monthly	Classroom Walkthroughs Daily/Weekly	Principal Math Coach

		Math Coach ETO Specialist		or as on a needed basis	chats with teachers	ETO Math Specialist
Implementing Common Core	K-1	Math Coach ETO Specialist	K-1 Teachers	August-2012 Weekly, Monthly or as on a needed basis  April-2013	Classroom Walkthroughs Daily/Weekly chats with teachers	Principal Math Coach ETO Math Specialist
Implementing Common Core	2nd-5th					
Text Complexity Webbs DOK Rigor	All Grades	Math Coach ETO Specialist	All Teachers	August-2012 Weekly, Monthly or as on a needed basis	Classroom Walkthroughs Daily/Weekly chats with teachers	Principal Math Coach ETO Math Specialist
Performance Matters	All Grades	Math Coach ETO Specialist	All Teachers	January-2013 Weekly/Monthly	Data Chats Data Notebook	Principal Math Coach
Literacy in Math Math Stations	All Grades	Math Coach ETO Specialist	All Teachers	August-2012 Weekly	Classroom Walkthroughs Daily Math Centers	Principal Math Coach
Mathematical Practices	All Grades	Math Coach ETO Specialist	All Teachers	October-2012 as on a needed basis	Classroom Walkthroughs Daily	Principal Math Coach ETO Math Specialist
Instructional Delivery Practices/Strategies	All Grades	Math Coach ETO Specialist	All Teachers	September-2012 Weekly, Monthly or as on a needed basis Monthly or as on a needed basis	Classroom Walkthroughs Daily/Weekly chats with teachers	Principal Math Coach ETO Math Specialist
Use of	All Grades	Math	All	August-2012	Classroom	Principal

Educational Technologies		Coach	Teachers	Weekly, Monthly or as on a needed basis Monthly or as on a needed basis	Walkthroughs Daily	Math Coach
Math Unravel	1st -5th Grade	Math Coach	Teachers in grades 1st - 5th	October-2012 Weekly, Monthly or as on a needed basis Only a needed basis	Classroom Walkthroughs Daily	Math Coach
SuccessMaker	1st -5th Grade	Math Coach Pearson Consultant	Teachers in grades 1st - 5th	October-2012 Weekly Data Chats	Data Notebook	Principal Math Coach
FCIM/PDCA Cycle	All Grades	Math Coach	All Teachers	August-2012 Weekly Data Chats	Data Notebook	Principal Math Coach ETO Math Specialist
Implementing STEM	All Grades	Math Coach ETO Specialist	All Teachers	April-2013	Classroom Walkthroughs Daily	Principal Math Coach ETO Math Specialist
Differentiate Instruction Data Analysis and Progress Monitoring	All Grades	Math Coach ETO Math Specialist	All Teachers	September - 2012 Weekly Data Chats on Wednesday	Classroom Walkthroughs Daily Data Notebook/Data Analysis	Principal Math Coach ETO Math Specialist
Learning Environment	All Grades	Math Coach	All Teachers	August-2012 Weekly Grade Group Meeting on Wednesday	Classroom Walkthroughs Daily	Principal Math Coach

**Mathematics Budget:**

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available

			<b>Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$0.00</b>

*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.**

The results of the 2011-2012 FCAT Science Test indicate that 14% of students achieved level 3 High Standards proficiency.

**Science Goal #1a:**

**2012 Current Level of Performance:**

14%(3)

**2013 Expected Level of Performance:**

20% of 5th graders will achieve level 3 or higher on the 2013 FCAT Science Assessment.

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position</b>	<b>Process Used to Determine</b>	<b>Evaluation Tool</b>
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			<b>Responsible for Monitoring</b>	<b>Effectiveness of Strategy</b>	
1	Students ability to develop and use higher order thinking skills.	Teachers will use think alouds to assist students in the thinking process and provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities, that reinforce higher order thinking skills.	Principal and Science Coach	Classroom Walk-throughs	Weekly assessments and 2013 FCAT
2	Students ability to apply knowledge through labs and experiments.	Teachers and Science Coach will ensure students complete at least one lab per week.	Teachers, Science Coach, Principal	Lesson Plans	Weekly assessments and 2013 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:

**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**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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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.**

The results of the 2011-2012 FCAT Science Test indicate that 0% of students achieved level 4 and 5 High Standard proficiency.

**Science Goal #2a:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

0%

10%

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Understanding of Strand H, Scientific Thinking, is limited by the students' ability to independently complete projects involving the Scientific Method.	Provided science enrichment opportunities to students scoring a Level 4 or 5 on the FCAT Reading and Mathematics Assessments. The enrichment program will target the implementation of the Scientific Method in experimental design.	Principal and Science Coach	Bi-Weekly assessment, data chats	Weekly assessments and 2013 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 science.**

**Science Goal #2b:**

2012 Current Level of Performance:

2013 Expected Level of Performance:

**Problem-Solving Process to Increase Student Achievement**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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.

<b>PD Content /Topic and/or PLC Focus</b>	<b>Grade Level/Subject</b>	<b>PD Facilitator and/or PLC Leader</b>	<b>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</b>	<b>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person or Position Responsible for Monitoring</b>
Use of Technology	All Grades	Science Coach	All Teachers	September, 2012	Classroom Walk-throughs	Principal Science Coach
Performance Matter	All Grades	Science Coach	All Teachers	January, 2013	Data Charts	Principal Science Coach
FCIM	5th Grade	Science Coach	5th Grade Teachres	Weekly	Data Analysis Forms and Data Charts	Science Coach Principal Science ETO
Rigor	All Grades	ETO for Science Science Coach	All Teachers	Mondays' Professional Development and Planning	Classroom Walk-throughs	ETO for Science Science Coach

				Days		Principal
Learning Environment	All Grades		All Teachers	Weekly	Classroom Walk-throughs	Principal Science Coach
Reading across all content areas	All Grades	Science Coach	All Teachers	Weekly	Classroom Walk-throughs	Principal Science Coach
STEM	All Grades	ETO for Science Science Coach	All Teachers	November, 2012	Classroom Walk-throughs	Science ETO Principal Science Coach

**Science Budget:**

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

*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.**

The results of the 2012 FCAT Writing Test indicate that 54 percent of students achieved level 3. However, 0% scored 4 or higher.

**Writing Goal #1a:**

**2012 Current Level of Performance:**

**2013 Expected Level of Performance:**

54%

60%

## Problem-Solving Process to Increase Student Achievement

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Students inability to effectively elaborate ideas when writing a narrative or expository piece due to lack of exposure to experiences.	Administer prompts weekly.	Principal and Reading Coach	Monthly Writing and data chats	Writing Assessments, teacher conferencing, and 2013 FCAT assessment

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**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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.

<b>PD Content /Topic and/or PLC Focus</b>	<b>Grade Level/Subject</b>	<b>PD Facilitator and/or PLC Leader</b>	<b>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</b>	<b>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person or Position Responsible for Monitoring</b>
Writing across the Curriculum	All Grades	Reading Coach	All Teachers	Daily	Walk-thoughts	Principal and Reading Coach
Traits of Writing	4th Grade	Reading Coach	4th Grade Teachres	September, 2012	Walk-throughts	Principal and Reading Coach

**Writing Budget:**

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00

			<b>Subtotal: \$0.00</b>
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$0.00</b>

*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:

Our goal for the 2012-2013 school year is to increase the attendance rate to 96 percent by minimizing absences due to truancy by creating a school climate where parents, guardians and students feel welcomed and appreciated.

#### 2012 Current Attendance Rate:

#### 2013 Expected Attendance Rate:

94.83%

96%

#### 2012 Current Number of Students with Excessive Absences (10 or more)

#### 2013 Expected Number of Students with Excessive Absences (10 or more)

42

21

**2012 Current Number of Students with Excessive Tardies (10 or more)**

**2013 Expected Number of Students with Excessive Tardies (10 or more)**

34

17

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	The schools failure to communicate to students and parents the importance of attending school.	Utilize the implementation of PBS. Letters will be sent home during the first week of October to all students' parents who had 10 or more absences.	Guidance, RTI, and Principal;	Increase in the number of students receiving incentives.	Attendance records

**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.**

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

**Attendance Budget:**

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

*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:**

Our goal for the 2012-2013 school year is to decrease the total number of Out-of-School suspensions by 50% (8) and the total number of students suspended Out-of-School by 50%(10).



**2012 Total Number of In-School Suspensions**

0

**2013 Expected Number of In-School Suspensions**

0

**2012 Total Number of Students Suspended In-School**

0

**2013 Expected Number of Students Suspended In-School**

0

**2012 Number of Out-of-School Suspensions**

16

**2013 Expected Number of Out-of-School Suspensions**

8

**2012 Total Number of Students Suspended Out-of-School**

21

**2013 Expected Number of Students Suspended Out-of-School**

10

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Lack of understanding of the process for discipline according to the Gadsden County Code of Student Conduct and Positive Student Management Discipline Plan	Implement PBS School-wide	Principal Elijah Key, Dwan Knight	Number of Students participating monthly in PBS incentive events	2013 Suspension rate.

**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.

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

**Suspension Budget:**

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

No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$0.00</b>

*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.*

#### 2012 Current Level of Parent Involvement:

There were 3 parents that volunteered on a weekly basis, averaging about 2 hours.

In 2012-2013 the goal was to increase parental participation by 50% however, there is no data available to give a number that would represent the number of parents who are involved with improving the school.

#### 2013 Expected Level of Parent Involvement:

We will seek to involve 5-10 parents a week in assistance with the overall function of the school and as needed in classroom activities. We will continue to seek to have at least 25 students represented in meetings afterschool.

### 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	Communication with Parents and transportation.	Utilize parent link, flyers via students backpacks, school website and invitations by students and teachers.	Parent Liason.	Parent Volunteer Log, Surveys	Teacher and Parent surveys. Parent Sign In Sheets.

**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.

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

**Parent Involvement Budget:**

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

No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$0.00</b>

*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:

Chattahoochee Elementary will implement Bridge to STEM in grades K and 1 and have grades 2 - 5 to complete a STEM design challenge every quarter.

#### 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	Knowledge Base, Professional Development		Principal and Academic Coach	Stem Design challenge projects	

### 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)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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of  
meetings)  
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
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$0.00</b>

*End of STEM Goal(s)*

## **Additional Goal(s)**

No Additional Goal was submitted for this school

# FINAL BUDGET

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				<b>Subtotal: \$0.00</b>
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				<b>Subtotal: \$0.00</b>
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				<b>Subtotal: \$0.00</b>
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				<b>Subtotal: \$0.00</b>

## 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.

## If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

# AYP DATA

[Adequate Yearly Progress \(AYP\) Trend Data 2011-2012](#)

[Adequate Yearly Progress \(AYP\) Trend Data 2010-2011](#)

[Adequate Yearly Progress \(AYP\) Trend Data 2009-2010](#)

# SCHOOL GRADE DATA

No Data Found

Gadsden School District CHATTAHOOCHEE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	38%	60%	68%	24%	190	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	61%	80%			141	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	65% (YES)	83% (YES)			148	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					479	

Earned						
Percent Tested = 100%						Percent of eligible students tested
School Grade*					<b>C</b>	Grade based on total points, adequate progress, and % of students tested

Gadsden School District CHATTAHOOCHEE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	34%	48%	40%	4%	126	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	46%	47%			93	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	47% (NO)	37% (NO)			84	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					303	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					<b>F</b>	Grade based on total points, adequate progress, and % of

						students tested
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