

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GREENSBORO ELEMENTARY SCHOOL

District Name: Gadsden

Principal: Stephen Pitts

SAC Chair: Melissa Pride

Superintendent: Reginald C. James

Date of School Board Approval:

Last Modified on: 10/15/2012

**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
Tallahassee, Florida 32399

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	Stephen Pitts	B.S. M.S	16	10	2012- School Grade B - did not make AYP 2011- School Grade A - did not make AYP 2010- School Grade A – did not meet AYP 2009- School grade A - did not meet AYP 2008- grade A- did not meet AYP. 2007- Grade C did not make AYP.
Assis Principal	Abbye Dixon	B.S. M.A.	3	8	2012- School Grade B - did not make AYP 2011- School Grade A - did not make AYP 2010 School Grade F did not meet AYP 2009- Grade C did not meet AYP 2008 -Grade C did not meet AYP 2007 -Grade F

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)
Reading	Debra Clark	B.S. M.S.	18	6	2012- School Grade B - did not make AYP 2011- School Grade A – did not meet AYP 2010- School Grade A – did not meet AYP 2009- School grade A - did not meet AYP 2008- grade A - did not meet AYP. 2007- Grade C did not make AYP.

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	1. In order to assist instructors and paraprofessionals who are not highly qualified to satisfy the requirements for becoming highly qualified employees, the district/school level support includes, but is not limited to the following: 1) Securing highly knowledgeable subject area	District Office	Ongoing	

<p>trainers and mentors</p> <p>2) Continuing partnership with Panhandle Area Educational Consortium (PAEC), Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU), Tallahassee Community College (TCC), and the Department of Education Teacher and Recruitment and Retention Office</p> <p>The focus of the partnership above is to continue to utilize the expertise and services offered by each of the constituents to provide resources and/or professional development opportunities that will help the district to develop, as well as recruit and/or retain high qualified personnel.</p> <p>3) The district's Human Resource Department and the school level administrators are also assisting instructional employees with meeting the requirements for highly qualified through the HOUSSE process, Alternative Certification, and by providing assistance with tuition or examination fees to targeted employees.</p>			
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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>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.</p>	<p>Provide the strategies that are being implemented to support the staff in becoming highly effective</p>
<p>No data submitted</p>	

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
30	6.7%(2)	10.0%(3)	40.0%(12)	43.3%(13)	10.0%(3)	100.0%(30)	10.0%(3)	3.3%(1)	60.0%(18)

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
Joanie Logue	Christine Savage	teaching experience	shadowing and modeling opportunities
Tanya Bradwell	Ashley	teaching	shadowing and

	Adams	experience	modeling opportunities
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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

Part A Title I, Part A funds will be used to fund supplemental resources, activities and personnel in the areas where the school failed to make AYP, specifically reading, mathematics and science. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction and supplemental resources such as reading intervention kits, science kits and Kaplan resources. Title I, Part A will also provide support to teachers to become highly-qualified through tuition reimbursement for college courses or fee reimbursement for the teacher certification examination. Eligible students will be encouraged to enroll in Supplemental Educational Services (SES), free tutoring, which is funded through Title I, Part A, and NCLB Public School Options. Title I, Part A will also support the school in parent involvement activities and resources by offering funding for attendance of in-services and conferences for parents and parent liaisons. Further, Title I, Part A will support the VPK program by through a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies

Title I, Part C- Migrant

Title I, Part A Title I, Part A funds will be used to fund supplemental resources, activities and personnel in the areas where the school failed to make AYP, specifically reading, mathematics and science. Such funding includes salaries for teachers and paraprofessionals, licensure for

computer-assisted instruction and supplemental resources such as reading intervention kits, science kits and Kaplan resources. Title I, Part A will also provide support to teachers to become highly-qualified through tuition reimbursement for college courses or fee reimbursement for the teacher certification examination. Eligible students will be encouraged to enroll in Supplemental Educational Services (SES), free tutoring, which is funded through Title I, Part A, and NCLB Public School Options. Title I, Part A will also support the school in parent involvement activities and resources by offering funding for attendance of in-services and conferences for parents and parent liaisons. Further, Title I, Part A will support the VPK program by through a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies

Title I, Part D

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

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as 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 funds to provide after-school support for Level 1 readers

Violence Prevention Programs

Nutrition Programs

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.

Stephen Pitts-Principal

Abbye Dixon-Assistant Principal

Deborah Clark-Reading Teacher/ Coach

Cedric Chandler-Guidance Counselor

Tammy Shaw-Exception Education Teacher

Jeannie Taylor-Speech Teacher

Charlene Maclin-School Psychologist

Classroom Teacher

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 RtTL Leadership Team will meet monthly to engage in the following activities:
Review school-wide screening data and use the information to make instructional decisions, review progress monitoring data for each grade level and classroom to identify students who are working on/above grade level, at moderate risk or high risk for not mastering benchmarks. The data will determine staff development needs, placement for students, additional services and resources.

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 provide data on instructional areas that need to be addressed, resources needed, staff development, interventions and FCAT strategies.

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.

Weekly data meetings will be used to evaluate student performance/ behavior concerns and offer strategies to address the needs.

1. Baseline - FCAT, FAIR, FLKRS, Successmaker, Accelerated Reader, Benchmark assessments, Attendance and behavior management/data.
2. Progress Monitoring: Success Maker, SRA Imagine It!, Go Math assessments, ACALETIC's
3. Midyear: FAIR, Success Maker, STAR, SRA Imagine It; Math, ACALETIC's, Florida Achieves, FCIM; Science, Kaplan, FCIM's; Writing, Write Score
4. End of Year: FAIR, Success Maker, STAR, SRA Imagine It; Math, ACALETIC's, Florida Achieves, FCIM; Science, Kaplan, FCIM's; Writing, Write Score

Describe the plan to train staff on MTSS.

The Education Transformation (ETO) will provide professional development, classroom support services as needed for the staff, Teachers have common planning and will be reminded to utilize Florida's Response to Intervention Website(www.florida-rti.org)

Describe the plan to support MTSS.

Grade groups have common planning times and will receive inservice on the RTI process during weekly data meetings as interventions are planned.

District trainers will be scheduled to train the faculty in the processes of RTI.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Abbye Dixon-Assistant Principal
Debra Clark-Reading Coach
Jennie Taylor-Language Teacher
Dawn Weeks-Media Teacher
Tammy Shaw-ESE Resource Teacher
Tanya Bradwell-2nd Grade Teacher

Beleasa Hill-3rd Grade Teacher
Lillian Hester-4th Grade Teacher
Doris Hinson-Elementary Reading Program Specialist
Gail Bridges-Bright-ETO, RtI
Sheantika Wiggins-ETO Data Analyst

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

The Reading Leadership Team will meet monthly , and they will monitor the implementation of SIP Reading Goals.

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

How to effectively use the results of FAIR to move our students and their teachers in appropriate goal setting for learning to read and leading to learn. We will also work significantly increasing the complexity of our reading instruction and student task to better align with FCAT2.0 and CCSS. The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual, class and school levels, The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery. Professional development needs will also be discussed, planned and implemented through the input of the team. Community involvement activities will planned to bridge the gap between home and school literacy.

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.

There are currently 2 Pre-k classes on campus funded by Title I and VPK.

Readiness:

We will refer to individual students' Learning Accomplishment Profile (LAP-R) and the Pre-K Assessment System to determine students' readiness to go into kindergarten.

Transition:

We will invite Pre-K parents out for a "Get Acquainted" session during the last month of school. They will meet the Kindergarten teachers, discuss school and district policies concerning attendance, curriculum and discipline. They will meet the principal and special area teachers as well. The last week of school the pre-K classes will divide students into the three kindergarten classes and attend lunch and special area classes with them. We will also gather informational materials pertaining to this transition from the district's Pre-K office and share them with parents. We will evaluate the success of these efforts by monitoring these students during the early weeks of school through teacher documentation of student performance and adjustment.

***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.

The number of students achieving reading proficiency will increase by 10% (18)

Reading Goal #1a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

30% (182) of students achieved proficiency in reading.

Expect that 40% (64) of the students will score at proficiency or above.

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	Insufficient amount of time spent actively engaged with text on a daily basis.	<p>1. All students will participate in the extended day program that focuses on reading intervention and enrichment.</p> <p>2. All 3-5 teachers will utilize the Science and Social Studies Levelled Readers, including completion of the thought questions and activities that accompany the text.</p>	<p>- Administration</p> <p>-ETO Specialist</p> <p>-Reading Coach</p> <p>-Media Specialist</p>	<p>-Inclusion of extended day on Master Schedule</p> <p>-Analysis of District assessments and mini assessments.</p> <p>-Analysis of EIR assessments</p> <p>-Analysis of AR reports</p>	<p>-Walkthrough forms</p> <p>-Data notebook</p> <p>-AR reports</p>

		<p>3. All K-2 teachers will use Early Interventions In Reading on a daily basis, including the text based questions and the activities that accompany the text.</p> <p>4. All students will participate in the Accelerated Reader Program during Special Area time.</p>			
2	Lack of differentiated instruction and small-group instruction.	<p>1. Provide professional development related to the use of workshop in the core Reading program, Imagine It!.</p> <p>2. Monitor lesson plans for the presence and use of teacher-directed centers during the core reading block based on progress monitoring data.</p> <p>3. Reading coach will model effective techniques for incorporating small group instruction.</p> <p>4. Administration will actively monitor differentiated instruction by using a targeted</p>	<ul style="list-style-type: none"> - Administration - Reading Coach - ETO - Specialist 	<ul style="list-style-type: none"> - Implementation of workshop time during reading block - Evaluation of lesson plans - Coaching calendar and log - Observation of targeted area. 	<ul style="list-style-type: none"> - Sign in-sheets - Targeted walkthrough forms - Grade level meeting agendas and minutes

		walkthrough and provide feedback through bi-weekly grade level meetings or individual conferences.			
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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:

**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.

In grades 3-5, 31% of students will scores at level 4 and 5 on the reading FCAT 2.0.

Reading Goal #2a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

26% (31)

31% (37)

Problem-Solving Process to Increase Student Achievement

Anticipated	Strategy	Person or	Process Used to	Evaluation
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	Barrier		Position Responsible for Monitoring	Determine Effectiveness of Strategy	Tool
1	Limited space exists for students making Level 4 and 5 to participate in extended day activities enrichment activities.	<p>1. Identify Level 4 and 5 students for participation in enrichment and notify teachers of their performance levels.</p> <p>2. Include additional time for enrichment on the master schedule for those students who scored at Level 4 or 5.</p> <p>3. Students will use Science and Social Studies Leveled Readers to engage in complex text, including responding to text-based questions and completing activities that accompany the text.</p>	<ul style="list-style-type: none"> - Administration - Classroom teachers - ETO Specialist 	-Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process and Lesson Plans	<ul style="list-style-type: none"> -Lesson plans -Classroom walkthroughs
2	Students scoring at Level 4 and 5 are not consistently exposed to complex text and rigorous activities that extended and challenge their thinking.	<p>1. Teachers will receive professional development related to the development and implementation of Literature Circles.</p> <p>2. Students will participate in Literature Circles by selecting a grade-level or higher novel and completing</p>	<ul style="list-style-type: none"> - Administration - Reading Coach - Classroom teachers - ETO Specialist 	-Analysis of district interim assessment and FCIM mini-assessment data for students who scored a Level 4 or 5 on the 2011 FCAT 2.0 Reading.	<ul style="list-style-type: none"> -Lesson plans -Classroom walkthroughs -District interim assessment data -FCIM mini-assessment data -Student work samples

		<p>activities that extend and challenge their thinking.</p> <p>3. Teachers will participate in professional development and guided practice delivered by the Reading Coach and/or ETO Specialist related to the implementation of the Comprehension Instructional Sequence (CIS).</p> <p>4. Teachers will use the CIS instructional method with a text from the core reading program or Common Core State Standards exemplar at least once per week.</p>			
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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 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.

The number of students making Learning Gains will increase 16%

Reading Goal #3a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

44 % of students made learning gains.

Expect that 60% of students will make learning 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	Insufficient amount of time spent actively engaged with text on a daily basis.	1.Emphasis will be placed on Accelerated Reader to give students more time on task reading exposure. 2. Florida Ready will be utilized during FCIM focus lessons to enhance benchmark specific skills.	-Media Specialist -Classroom teachers - Reading Coach - Administration	-Lexile scores	-AR reports
2	Lack of differentiated instruction and small-group	1. Provide professional development related to the use of	- Administration -Reading Coach	-Implementation of workshop time during reading block	-Walkthrough forms -Data notebook

	instruction.	<p>workshop in the core Reading program, Imagine It!.</p> <p>2. Monitor lesson plans for the presence and use of teacher-directed centers during the core reading block based on progress monitoring data.</p> <p>3. Reading coach will model effective techniques for incorporating small group instruction.</p> <p>4. Administration will actively monitor differentiated instruction by using a targeted walkthrough and provide feedback through bi-weekly grade level meetings or individual conferences.</p>	-ETO Specialist	<p>-Evaluation of lesson plans</p> <p>-Coaching calendar and log</p> <p>-Observation of targeted area.</p>	-AR reports
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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 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.

The number of students making gains in the lowest 25% will increase by 13%.

Reading Goal #4:

2012 Current Level of Performance:

2013 Expected Level of Performance:

37% of students in the lowest 25% made learning gains.

Expect that 50% of students in the lowest 25% will make learning gains.

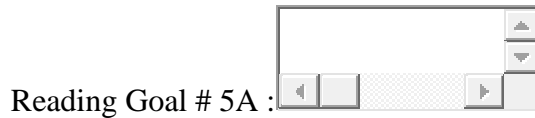
Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not motivated to read.	1. Grade levels will adopt a common tool to empower students to monitor their own progress. 2. Develop a reward system that will motivate students for good behavior and classroom performance.	-Administrator -Reading Coach -Classroom teacher	Administrators will monitor implementation of instructional strategies for students maintaining proficiency	-Lesson Plans -Classroom Walkthroughs -CCC reports -Accelerated Reader Reports -Data Notebooks -Behavior Charts. -Fluency charts

2	<p>Insufficient amount of time spent actively engaged with text on a daily basis.</p>	<p>1. All students will participate in the extended day program that focuses on reading intervention and enrichment.</p> <p>2. All 3-5 teachers will utilize the Science and Social Studies Leveled Readers, including completion of the thought questions and activities that accompany the text.</p> <p>3. All students will participate in the Accelerated Reader Program during Special Area time.</p> <p>4. Students in the lowest 25% will be targeted for the 21st Century after school program to receive help in Reading, Math and Science.</p> <p>5. The REWARDS program is being used daily with ESE students.</p>	<ul style="list-style-type: none"> - Administration - ETO Specialist - Reading Coach - Media Specialist - ESE Teachers 	<ul style="list-style-type: none"> - Inclusion of extended day on Master Schedule - Analysis of District assessments - mini assessments. - Kaelidoscope lesson assessments - Analysis of AR reports 	<ul style="list-style-type: none"> - Lesson Plans - Classroom Walkthroughs - CCC reports - Accelerated Reader Reports

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
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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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

There will be a 5% reduction in the number of non-proficient students within both the Hispanic and Black subgroups as reported by AMO.

Reading Goal #5B:

2012 Current Level of Performance:

21%(12) of Black students met AMO in reading.
24%(26)of Hispanic students met AMO in reading.

2013 Expected Level of Performance:

Expect that 26%(15) of Black students will meet AMO in reading.
Expect that 29%(31) of Hispanic students will meet AMO 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
1	All student subgroups spend an insufficient amount of time actively engaged with text on a daily basis.	1. All students will participate in the extended day program that focuses on reading intervention and enrichment. 2. All 3-5 teachers will utilize the Science and Social Studies Leveled Readers, including completion of the thought questions and activities that accompany the text.	- Administration -ETO -Reading Specialist -Coach -Media Specialist -ESE Teachers	-Inclusion of extended day on Master Schedule -Analysis of District assessments and mini assessments. -Analysis of EIR assessments -Analysis of AR reports	-Walkthrough forms -Data notebook -AR reports

		<p>3. All students will participate in the Accelerated Reader Program during Special Area time.</p> <p>4. SWD will participate in the REWARDS reading program three days a week.</p>			
2	Lack of differentiated Instruction and small group instruction.	<p>1. Provide professional development related to the use of workshop in the core Reading program, Imagine It!.</p> <p>2. All students are screened and placed in intervention groups according to proficiency levels.</p> <p>3. Reading coach will model effective techniques for incorporating small group instruction.</p> <p>4. Administration will actively monitor differentiated instruction by using a targeted walkthrough and provide feedback through bi-weekly grade level meetings or individual conferences.</p>	<ul style="list-style-type: none"> - Administration - ETO Specialist - Reading Coach - Media Specialist - ESE Teachers 	<ul style="list-style-type: none"> - Analysis of District assessments and mini assessments. - Analysis of EIR assessments 	<ul style="list-style-type: none"> - Walkthrough forms - Data 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 subgroup:

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

The number of ELL students making satisfactory progress will increase by 10%

Reading Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

77% of the ELL students did not make satisfactory progress on FCAT Reading.

33% of the ELL students will make satisfactory progress on FCAT 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
1	All student sub groups spend an insufficient amount of time actively engaged with text on a daily basis.	<p>1. All students will participate in the extended day program that focuses on reading intervention and enrichment.</p> <p>2. All 3-5 teachers will utilize the Science and Social Studies Leveled Readers, including completion of the thought questions and activities that accompany the text.</p> <p>3. All students will participate in the Accelerated Reader Program during Special Area time.</p>	<ul style="list-style-type: none"> - Administration -ETO Specialist -Reading Coach -Media Specialist 	<ul style="list-style-type: none"> -Inclusion of extended day on Master Schedule -Analysis of District assessments and mini assessments. -Analysis of AR reports 	<ul style="list-style-type: none"> -Walkthrough forms -Data notebook -AR reports

2	Limited exposure to English Language.	<p>1. All ELL students will be assigned to ESOL endorsed teachers.</p> <p>2. ESOL strategies will be incorporated into classroom lessons.</p> <p>3. Additional classroom volunteers from FSU and FAMU give additional support to ELL students two days a week.</p> <p>4. Elements of Reading Vocabulary is used to develop a stronger working vocabulary.</p>	<p>- Administration</p> <p>-ETO Specialist</p> <p>-Reading Coach</p> <p>-Media Specialist</p>	<p>-Inclusion of extended day on Master Schedule</p> <p>-Analysis of District assessments and mini assessments.</p> <p>-Analysis of AR reports</p>	<p>-Walkthrough forms</p> <p>-Data notebook</p> <p>-AR reports</p>
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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 reading.

Reading Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

The number of Economically Disadvantaged students making satisfactory progress will increase by 10% on FCAT Reading.

Reading Goal #5E:

2012 Current Level of Performance:

35% of Economically Disadvantaged students made Satisfactory Progress on FCAT Reading.

2013 Expected Level of Performance:

45% of the Economically Disadvantaged students will make satisfactory progress on FCAT 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
1	Insufficient amount of time spent actively engaged with text on a daily basis.	<p>1. All students will participate in the extended day program that focuses on reading intervention and enrichment.</p> <p>2. All 3-5 teachers will utilize the Science and Social Studies Leveled Readers, including completion of the thought questions and activities that accompany the text.</p> <p>3. All K-2 teachers will use Early Interventions In Reading on a daily basis, including the text based questions and</p>	<p>- Administration</p> <p>-ETO Specialist</p> <p>-Reading Coach</p> <p>-Media Specialist</p> <p>-ESE Teachers</p>	<p>-Inclusion of extended day on Master Schedule</p> <p>-Analysis of District assessments and mini assessments.</p> <p>-Analysis of EIR assessments</p> <p>-Analysis of AR reports</p>	<p>-Walkthrough forms</p> <p>-Data notebook</p> <p>-AR reports</p>

		the activities that accompany the text.			
		4. All students will participate in the Accelerated Reader Program during Special Area time.			

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
Imagine It!	K-5	ETO	New Teachers	TBA	Classroom Walkthroughs	Administration Reading Coach
Florida Achieves	2-5	District/ET O	Classroom Teachers	TBA		Lab Proctor Administration
Performance Matters	1-5	District	Classroom Teachers Administration	TBA	Reports	Administration
CIS	3-5	District	Classroom Teachers	On Going		
Success Maker	K-5	Johnathan Hamilton	Classroom Teacher Coaches Lab Proctor	TBA	Success MAker Reports	Administration
FCIM	3-5	ETO	Classroom	On Going	Data	Administration

					Notebooks	n
Common Core	K-5	APC District Office	Classroom Teachers	On Going	Classroom Walkthroughs	Administration
Text Complexity	K-5	District	Classroom Teachers	On Going	Walkthroughs	Administration
Close Reading	3-5	District	Classroom Teachers	On Going		

Reading 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 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.

The number of students scoring proficient Listening/Speaking will increase by 10%.

CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

54% (45) of the ELL students scored proficient in Listening/Speaking on the CELLA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English language acquisition is limited to school hours only and not supported at home.	<p>1.Parent nights are scheduled monthly to help parents help their students with homework.</p> <p>2.Students are encouraged to stay for the 21st Century program to receive additional help in Reading and Math.</p> <p>3. Students are placed with ESOL endorsed teachers.</p> <p>4.ESOL strategies are infused in the lessons and are reflected in lesson plans.</p>	<p>-School Administration</p> <p>-Classroom Teachers</p> <p>-ESOL Resource Teacher</p>	<p>-Attendance Sheets</p> <p>-Cella test</p> <p>-Review lesson plans</p> <p>_Classroom Walkthroughs</p>	<p>-Attendance Sheets</p> <p>-FAIR DATA</p> <p>-CCC data</p> <p>-FCIM data</p>

		5. Elements of Reading Vocabulary is used daily to help build working vocabulary.			
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

The number of students scoring proficient in Reading will increase by 10%.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

25% (21) of the ELL students scored proficient in Reading on the CELLA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English language acquisition is limited to school hours only and not supported at home.	<p>1.Parent nights are scheduled monthly to help parents help their students with homework.</p> <p>2.Students are encouraged to stay for the 21st Century program to receive additional help in Reading and Math.</p> <p>3. Students are placed with ESOL endorsed teachers.</p> <p>4.ESOL strategies are infused in the lessons and are reflected in lesson plans.</p>	<p>-School Administration</p> <p>-Classroom Teachers</p> <p>-ESOL Resource Teacher</p>	<p>-Mini Assessments</p> <p>-District Assessments</p> <p>-CCC</p> <p>-CELLA</p> <p>-FAIR</p>	<p>-Attendance Sheets</p> <p>-FAIR Data</p> <p>-CCC Data</p> <p>-FCIM Data</p>

		5. Elements of Reading Vocabulary is used daily to help build working vocabulary.			
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. The number of students scoring proficient in writing will increase by 10%.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

31% (26) of the ELL students scored proficient in Writing on the CELLA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English language acquisition is limited to school hours only and not supported at home.	<p>1.Parent nights are scheduled monthly to help parents help their students with homework.</p> <p>2.Students are encouraged to stay for the 21st Century program to receive additional help in Reading and Math.</p> <p>3. Students are placed with ESOL endorsed teachers.</p> <p>4.ESOL strategies are infused in the lessons and are reflected in lesson</p>	<ul style="list-style-type: none"> - Administration - Classroom Teachers - Reading Coach - ESOL Resource Teacher 	<ul style="list-style-type: none"> - Mini Assessments - District assessments - CELLA - CCC 	<ul style="list-style-type: none"> - Sign in Sheets - After School Attendance - CCC Reports

		plans.			
		5. Elements of Reading Vocabulary is used daily to help build working vocabulary.			

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.

The number of students achieving proficiency will increase by 5%

Mathematics Goal #1a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

61% of students achieved proficiency.

Expect that 66% of students will score at proficiency or above.

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	Beginning teachers and new grade appointments unfamiliarity with GO MATH and ACALETICS.	1. Provide Professional Development for new teachers and teachers that are new to grade assignment. 2. Provide adequate time in master schedule for GO Math and ACALETICS. 3. ETO Specialist will model effective lessons for GO Math. 4. ACALETICS consultant will model appropriate	- Administrators - Classroom Teachers - ETO Specialist - ACALETICS Consultant	- Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process and - Lesson Plans	- Lesson Plans and - Classroom Walkthroughs

		techniques for effective lessons.			
2	Lack of differentiated instruction and small group instruction.	<p>1. Provide on-going professional development that supports the use of the core program with fidelity.</p> <p>2. Use data, FCIM, ACALETICS, and District assessments to make informed instructional decisions about intervention.</p> <p>3. ETO Specialist will model appropriate small group lessons.</p> <p>4. Evaluate lesson plans to ensure use of small group.</p>	<ul style="list-style-type: none"> - Administrators - Classroom Teachers - ETO Specialist - ACALETICS 	<ul style="list-style-type: none"> - Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process and - Lesson Plans 	<ul style="list-style-type: none"> - Lesson Plans and - Classroom Walkthroughs

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	Process Used to Determine Effectiveness of	Evaluation Tool
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<p>for Strategy Monitoring No Data Submitted</p>
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.

The number of students achieving level 4 and above will increase by 5%.

Mathematics Goal #2a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

25% of the students scored at or above level 4.

Expect that 30% of students will score at level of 4 or above.

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	Limited space in extended day or SES program to provide enrichment support for student performing at level 4 and above	1. Provide Small Group Instruction and enrichment activity. 2. Instructional Technology (ccc, FCAT Explorer) will be used to allow students to progress at advanced rate. 3. Provide professional development to increase Rigor.	-Classroom teacher - Administrator -ETO Specialist	Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process and -Monitor Lesson Plans -Analyze Data CCC FCIM	-Lesson Plans -Classroom Walkthroughs -Sign in sheets

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

**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.

The number of students making learning gains will increase by 10% (8)

Mathematics Goal #3a:

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

48% (87) of the students made learning gains.

Expect that 58% (93) of the students will make learning 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	Lack of teaching core with fidelity	1. ETO Specialist will model highly effective lessons using all components of the core program. 2. Monitor lesson	- Administrators -ETO Specialist -Classroom Teachers	-Administrators will allow time for collaboration at meetings	-Meeting Notes -Agendas

		plans to ensure all components of core program are utilized.			
		3. All grade levels are afforded common planning times to ensure best practices are used across grade groups.			

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.

The number of students making math gains in the lowest 25% will increase by 10%.

Mathematics Goal #4:

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

47% of students in lowest 25% made learning gains in math.

Expect that 57% of students in the lowest 25% will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ineffective Grouping	1. Provide professional development on how to manage small group instruction.	Administrators	Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process and Lesson Plans	Lesson Plans and Classroom Walkthroughs
2	Lack of differentiated instruction and small group instruction	<p>1. Provide on-going professional development that supports the use of the core program with fidelity.</p> <p>2. Use data, FCIM, ACALETICS, and District assessments to make informed instructional decisions about intervention.</p> <p>3. ETO Specialist will model appropriate small group lessons.</p> <p>4. Evaluate lesson plans to ensure use of small group.</p>	<ul style="list-style-type: none"> - Administrators - Classroom Teachers - ETO Specialist - ACALETICS 	<ul style="list-style-type: none"> - Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process and Lesson Plans 	-Lesson Plans and Classroom Walkthroughs

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

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.

The number of Black students scoring level 3 and above will increase by 3%.

The number of Hispanic students scoring level 3 and above will increase by 3%.

Mathematics Goal #5B:

2012 Current Level of Performance:

54% (34) of the Black students scored level 3 and above on FCAT Math.
62% (57) of the Hispanic students scored level 3 and above on FCAT Math.

2013 Expected Level of Performance:

57% (32) of the Black students will score level 3 and above.
65% (57) of the Hispanic students will score level 3 and above.

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 teaching core with fidelity	1. ETO Specialist will model highly effective lessons using all components of the core program. 2. Monitor lesson plans to ensure all components of core program are utilized.	- Administrators - ETO Specialist - Classroom Teachers	- Administrators will allow time for collaboration at meetings	- Meeting Notes - Agendas

		3. All grade levels are afforded common planning times to ensure best practices are used across grade groups.			
2	Lack of differentiated instruction and small group instruction.	<p>1. Provide on-going professional development that supports the use of the core program with fidelity.</p> <p>2. Use data, FCIM, ACALETICS, and District assessments to make informed instructional decisions about intervention.</p> <p>3. ETO Specialist will model appropriate small group lessons.</p> <p>4. Evaluate lesson plans to ensure use of small group.</p>	<ul style="list-style-type: none"> - Administration - Classroom Teachers - ETO Specialist 	<ul style="list-style-type: none"> - Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process - Lesson Plans 	<ul style="list-style-type: none"> - Lesson Plans and - Classroom Walkthroughs - Grade level meeting agendas and minutes

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

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

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

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

The number of SWD scoring level 3 or above on FCAT Math will increase by 3% (12).

Mathematics Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

50% (11) SWD scored level 3 or above on FCAT Math.

53% (12) of SWD will score level 3 or above on FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction and small group instruction. - Lesson Plans	1. Provide on-going professional development that supports the use of the core program with fidelity. 2. Use data, FCIM, ACALETICS, and District assessments to make informed	- Administration - Classroom Teachers - ETO Specialist - ESE Teachers	- Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process	- Lesson Plans and - Classroom Walkthroughs - Grade level meeting agendas and minutes

		<p>instructional decisions about intervention.</p> <p>3. ETO Specialist will model appropriate small group lessons.</p> <p>4. Evaluate lesson plans to ensure use of small group.</p> <p>5. ESE teacher will provide additional services in using the inclusion model and before school pullout sessions.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

The number of Economically Disadvantaged students scoring level 3 and above will increase by 3% (5).

Mathematics Goal E:

2012 Current Level of Performance:

62% (105) of the Economically Disadvantaged students scored level 3 or above on FCAT Math.

2013 Expected Level of Performance:

65% (104) of the Economically Disadvantaged students will score level 3 or above on FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction and small group instruction.	1. Provide on-going professional development that supports the use of the core program	- Administrators - Classroom Teachers - ETO	- Administrators will monitor implementation of instructional strategies utilizing	- Lesson Plans - Lesson Plans and - Classroom Walkthroughs

		<p>with fidelity.</p> <p>2. Use data, FCIM, ACALETICS, and District assessments to make informed instructional decisions about intervention.</p> <p>3. ETO Specialist will model appropriate small group lessons.</p> <p>4. Evaluate lesson plans to ensure use of small group.</p>	Specialist -ACALETICS	the Classroom Walk Through	
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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
FCIM	K-5	District	Classroom Teachers	On Going	Walk-through	Administrator
Common Core	K-5	District	Classroom Teachers	On Going	Walk-through	Administrator
Assistive technology	K-5	District FDLRS	Classroom Teachers	On Going	Walk-through	Administrator

FDLRS						
GO MATH	K-5	Publisher, District Office	Classroom Teachers	On Going	Walk-through	Administrator
Acaletics	1-5	Todd Collins	Classroom Teachers	On Going	Walk-through, Acaletics Assessments	Administrator
Evidence based and instructional strategies	K-5	District	Classroom Teachers	On Going	Walk-through	Administrator
Performance Matters	K-5	District	Classroom Teachers	On Going	Walk-Through	Administrator

Mathematics 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 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 number of students achieving proficiency will increase by 10% (3).

Science Goal #1a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

39% (25) of the students achieved proficiency.

Expect that 49%(25) of the students will score at proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of science exposure, experience, and prior knowledge	1. Provide systematic hands-on science instruction across all grade levels 2. Use leveled readers during reading intervention to build background knowledge.	-Classroom Teachers -ETO Specialist	Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process and Lesson Plans	-Lesson Plans -Classroom Walk Through Logs
2	Teachers and Administrators lack of knowledge of Next Generations Standards	Provide professional development	- Administrator	-Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process and Lesson Plans	-Lesson Plans -Classroom Walk Through Logs

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.

The number of students achieving above proficiency will increase by 10% (6).

Science Goal #2a:

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

11% (7)of the students scored at or above level 4.

Expect that 21%(10) of the students will score at level 4 or above.

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	Rigor of instruction throughout grade levels is at the basic level.	1.Provide professional development using core program.	- Administrators -Classroom Teachers -ETO	Administrators will monitor implementation of instructional strategies utilizing	-Lesson Plans and - Classroom Walk Through Logs

		2. Model effective lessons and hands on experiments. 3. Increase Science background knowledge and exposure by using leveled readers during Reading intervention time.	Specialist	the Classroom Walk Through process and Lesson Plans	
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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 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	Grade Level/Subject	PD Facilitator	PD Participants	Target Dates (e.g.	Strategy for Follow-	Person or Position

/Topic and/or PLC Focus	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	, early release) and Schedules (e.g., frequency of meetings)	up/Monitoring Responsible for Monitoring
No Data Submitted				

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
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 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 number of students scoring at proficiency and above will increase by 2% (2).

Writing Goal #1a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

75% (40) of students achieved proficiency as 3.0 and above

Expect 77%(47) of students to score at 3.0 and above

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 consistency across the grade levels	1.School writing specialist will work with K-3 teachers to help strengthen the writing process. 2. Wriet Score will be used in K-5.	Speech Teacher Administrator	Administrators will monitor implementation of instructional strategies utilizing the Classroom Walk Through process and Lesson Plans	Lesson Plans and Classroom Walk Through Logs
2	Lack of rigor in writing conventions.	Place more emphasis on the BLUE band in Imagine It! in all grade levels.	Classroom teachers	Classroom Walk Throughs	Lesson Plans and Classroom Walk Through Logs
3	Limited vocabulary	Use Elements of Reading Vocabulary daily to build vocabulary.	Classroom teachers	Classroom Walk Throughs	Classroom Walk Throughs

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

The number of students scoring level4 or above will increase by 10%.

writing.

Writing Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

11% of the students scored at or above level 4.

Expect that 21% of the students will score at or above level 4.

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					
2	Writing conventions.	A greater emphasis on the Writing component of Imagine it! school wide.	Administration Reading Coach ETO specialists	Write Score Walk-throughs	FCAT Writing
3	Limited Vocabulary	Use extended hour of reading instruction to build vocabulary.	Administration Reading Coach ETO specialists	Walk-throughs	FCAT Writing

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

Write Score	K-5	Write Score	Classroom Teachers	On Going	Walk-through	Administrator
FCAT 2.0 Primary and Secondary	K-5	District	Classroom Teachers	TBD	Monthly Assessmentws	Administrator

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

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

Decrease the number of students with excessive absences (10 or more) and excessive tardiness by (10 or more) by 2%

Attendance Goal #1:

2012 Current Attendance Rate:

2013 Expected Attendance Rate:

93% (382)

96% (398)

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

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

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

0%

0%

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

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

0.02 (2)

0%

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	Parents lack of awareness of attendance and tardiness on academic achievement	1.Parent meeting to inform importance of children attending school regularly and on time.	Parent meeting to inform importance of children attending school regularly and on time.	Administrator and Attendance Clerk will monitor monthly attendance reports from MIS	Administrator and Attendance Clerk will monitor monthly attendance reports from MIS
2	Parents disregard for adherence to attendance policy.	Parent conference of any child with excessive tardines.	-Attendance Clerk -Guidance Counselor -Principal	Attendance Clerk will keep a running count of any one that is repeatedly tardy.	-Sign in sheets -TERMS

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:

1. Suspension

Decrease in-school and out-of-school suspensions by 3%

Suspension Goal #1:

2012 Total Number of In-School Suspensions

2013 Expected Number of In-School Suspensions

.05% (20)

.04% (18)

2012 Total Number of Students Suspended In-School

2013 Expected Number of Students Suspended In-School

.09% (40)

.08% (37)

2012 Number of Out-of-School Suspensions

2013 Expected Number of Out-of-School Suspensions

.05% (20)

.04% (18)

2012 Total Number of Students Suspended Out-of-School

2013 Expected Number of Students Suspended Out-of-School

.05% (20)

04% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine Effectiveness of	Evaluation Tool
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			for Monitoring	Strategy	
1	Student ability to appropriately interact in school setting	<p>1. Use the Positive Behavior Support System to set expectations of students and staff.</p> <p>2. Use behavior specialist to counsel students needing individual attention.</p> <p>3. Set up student reward system to promote good behavior.</p>	<p>-Classroom Teacher</p> <p>-Guidance Counselor</p> <p>- Administrator</p> <p>-Behavior Specialist</p>	<p>-Monthly meeting of School Leadership Team</p> <p>-Grade group meetings</p> <p>-PBS team Meetings</p>	-Positive behavior 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.

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

Suspension Budget:

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

Resources			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 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:

Increase the number of parents participating in parental involvement meetings, parent expos, and parent workshops by 5%

**Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*

2012 Current Level of Parent Involvement:

2013 Expected Level of Parent Involvement:

25% of parents participate in parental involvement meetings, parent expos, or parent workshops.

Expect that 30% of parents will participate in parental involvement meetings, parent expos, or parent workshops.

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	Limited English for 52% of parents	1. Provide more opportunities for communication to be translated into Spanish. 2. Ensure that a translator is present for all parent related meetings. 3. Use tour-guide system to make parents that have limited English feel more involved. 4. Parent-Link messages will be in Spanish and English	- Administrator - Bi-Lingual Para - Secretary	Administrators will monitor participation increase in school related activities	- Sign in Sheets - Returned documents
2	Inaccurate Parent Contact information	1. Send parent contact forms home quarterly for revision. 2. Add address and telephone numbers to parent sign in sheets at parent events.	- Attendance Clerk - School Secretary	-Administrators will monitor participation increase in school related activities	- Sign in Sheets - Returned documents

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

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.

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 GREENSBORO ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	88%	98%	89%	340	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	60%	80%			140	3 ways to make gains: <ul style="list-style-type: none"> • 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?	63% (YES)	83% (YES)			146	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					626	

Earned						
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Gadsden School District GREENSBORO ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	80%	78%	77%	307	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	69%	75%			144	3 ways to make gains: <ul style="list-style-type: none"> • 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?	63% (YES)	83% (YES)			146	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					597	
Percent Tested = 99%						Percent of eligible students tested
School					A	Grade based on total points,

Grade*						adequate progress, and % of students tested
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