

**FLORIDA DIFFERENTIATED  
ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT  
PLAN**

**School Name: STEPHEN FOSTER  
ELEMENTARY SCHOOL**

**District Name: Alachua**

**Principal: Darla Boyd, Ph. D.**

**SAC Chair: David Javscas**

**Superintendent: William Daniel Boyd, Jr**

**Date of School Board Approval: October 7,  
2008**



**Dr. Eric J. Smith, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

**Dr. Frances Haithcock, Chancellor**  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

At Stephen Foster, we challenge students to become all they can be - Accepting responsibility for their choices and feeling pride in their accomplishments. We provide a caring, learning environment, encouraging a partnership of mutual respect within the Foster community.

## SCHOOL PROFILE DEMOGRAPHICS

Stephen Foster Elementary has a total population of approximately 470 students. The school houses a magnet at the third, fourth and fifth grades called the Academy of Math, Science and Technology. This academy enrolls 125 students per year. The remainder of the student body is the Academy of Traditional Studies, grades K-5. The total population of students is 68% economically disadvantaged, and 21% disabled. The racial make-up of the school is

43% White, 36% African-American, 7% Hispanic, 8% Asian, and 10% multicultural. The student body is 41% female and 58% male.

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

Not required for Stephen Foster Elementary School.

## QUALITY STAFF

### Highly Qualified Administrators

Note: Required for Title I

The administrators at Stephen Foster Elementary School meet the requirements for highly qualified set by NCLB standards.

Principal

Dr. Darla Boyd

Degrees Held: B.A.E. in elementary education; M.Ed. in social foundations of education, and a Ph.D. in curriculum and instruction and research and evaluation

Areas of Certification: Early Childhood, Elementary Education, School Principal

Thirty- six years of experience includes teaching at the elementary level, and working as a curriculum resource teacher and school principal in multiple settings. Two of these schools were schools that serviced a high percentage of at-risk students, and all of the schools qualified for Title 1 programs

Assistant Principal  
Jim Kuhn

Degrees Held: B.A.E. in Elementary Education, M.Ed. in Elementary Education, Ed.S in Education Leadership.

Areas of Certification: Elementary Education, Reading, School Principal, ESOL Endorsement

Years of Experience: 12 years of experience. All served in various roles (Teacher, Behavior Resource Teacher, Assistant Principal) at Stephen Foster Elementary and assignments in Staff Development and Title 1 in the District office.

Title I Requirement:

PL 107-110 Sec 1119(a)(3)

PL 107-110 Sec 1116(b)(3)(A)(ii)

## Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

All faculty members meet the requirements for highly qualified. Stephen Foster retains a higher proportion of staff members (90% last year) than the district or state. A high percentage of faculty members (58%) hold advanced degrees. Five faculty members are National Board certified teachers. All paraprofessionals hired also meet the requirements for highly qualified.

All instructional aides also meet the requirements for highly qualified. Aides are always under the direction of a certified teacher when working directly with students on instructional tasks.

“District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. Stipends and substitutes are provided for teachers to participate in in-service training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading endorsement. Stipends or substitutes are provided for teachers to participate in most in-service training.”

Title I Requirement:

PL 107-110 Sec. 1114(b)(1)(C)

PL 107-1 All new teachers to Alachua County Public Schools participate in the district's induction program and consult with a mentor teacher throughout the school year. The Principal, Curriculum Resource Teacher, and Behavioral Resource Teacher will meet all teachers new to Foster to review school-based procedures and expectations prior to their first student contact day. The school-based reading coach meets with teachers on a regular basis to review DIBELS results, help acquire materials for classroom use, and coaching strategies to promote reading success for students. In addition, teachers holding National Board Certification assist teachers on campus as needed. 10 Sec. 1114(b)(1)(E)

[Show Attached Staff List](#)

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: Required for Title I

All federal, state and local service programs are coordinated by the administration of the school. Currently the school does not have services in the areas of housing, Head Start, adult education or vocational programs. The school's safety committee, Behavioral Resource Teacher (B.R.T.) and Guidance Counselor coordinates violence prevention programs at the school. Stephen Foster also participates in a Title II technology grant. the fous of this grant is to train teachers in integrate technology into all curriculum areas.

### School Wide Improvement Model

Note: Required for Title I

Stephen Foster Elementary has adopted the Correlates of Effective Schools as the beginning of instructional planning for all students. Strategies are developed to implement all seven of these correlates. Stephen Foster is implementing the FCIM (Florida Continuous Improvement Model) school wide. All classrooms are scheduled to receive at least a 90 minutes block of reading and a 75 minute block of math. Students are given benchmark tests four times per year in grades 3-5 to monitor growth in state objectives. Benchmark testing is given in math, reading, and science in 5th grade. Formal assessments are also given to targeted students to continually assess performance on benchmark skills. Additional time is allocated to the targeted students not meeting performance requirements. In addition, research based materials, and training to implement, have been adopted in all core areas of the curriculum. These include McMillan-McGraw-Hill basal series in reading, Harcourt series in math, Scott Foresman series in Science, and the Just Writes Curriculum in writing. Supplemental research based materials in reading include SRA Early Interventions in reading, Earobics, Waterford, Great Leaps Reading. In math supplemental materials

include Great Leaps math, and Everyday Counts Calendar Math. The school continues to search for outstanding research based programs and school improvement models to increase our effectiveness with learners.

Title I Requirement:

PL 107-110 Sec 1116(b)(3)(A)(i)

PL 107-110 Sec 1115(c)(1)(C)

PL 107-110 Sec 1114(b)(1)(B)(ii)

PL 107-110 Sec 1114(b)(1)(I)

PL 107-110 Sec 1114(b)(1)(B)(ii)(III)

PL 107-110 Sec 1114(b)(1)(B)(iii)

## NCLB Public School Choice

**Note: Required for Title I**

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All parents are sent letters by U.S. Mail regarding the academic progress of the school. These letters are sent from the district's Title 1 office. These letters are translated into other languages for ESOL students. The 2008-09 letters are attached. This information is also posted on the school's website.

Each year the school publishes the SPAR report which is also available to parents. Parents are notified of this report by a letter. The SPAR report is also posted on the website.

[Show Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

## Pre-School Transition

**Note: Required for Title I**

The district office has personnel who work with the VPK program and feeder day care centers to our schools.

Each April, the district advertises "Kindergarten Round-Up" around the community through posted advertisements, newspaper, radio and television stations. Each elementary school in Alachua County holds an afternoon session where parents can fill out necessary paperwork

to enroll their child, meet some of the school staff, and ask questions concerning the transition to elementary school.

## MENTORING AND EXTENDED LEARNING OPPORTUNITIES

### Teacher Mentoring

**Note: Required for Title I**

All new teachers to Alachua County Public Schools participate in the district's induction program and consult with a mentor teacher throughout the school year. The Principal, Curriculum Resource Teacher, and Behavioral Resource Teacher will meet all teachers new to Foster to review school-based procedures and expectations prior to their first student contact day. The school-based reading coach meets with teachers on a regular basis to review DIBELS results, help acquire materials for classroom use, and coaching strategies to promote reading success for students. In addition, teachers holding National Board Certification assist teachers on campus as needed.

No Attached Teacher Mentoring List

### Extended Learning Opportunities

**Note: Required for Title I**

- The computer lab is used in Stephen Foster's after-school program to reinforce essential skills.
  - Before-school jogging is held throughout the school year.
  - Intramurals for fourth and fifth grade students are available after school.
  - Chess Club for all grade levels is held after-school.
  - District provided Third Grade Reading Camp and Exceptional Student Education classes held during the summer for targeted students who are having difficulty meeting state requirements.
  - Book Swap is available before school to allow students to increase their at-home libraries.
  - Art Club is available after school and is directed by the art teacher.
  - Science after school opportunities are available for fifth grade students.
  - Use Title 1 funding for after-school reading and math tutoring opportunities for targeted students.
- Students will be offered SES services through the Title 1 department

Title I Requirement:

PL 107-110 Sec. 1116(b)(3)(A)(ix)

PL 107-110 Sec 1116(c)(7)(a)(vi)

PL 107-110 Sec. 1115(c)(1)(c)(i)

PL 107-110 Sec. 1114(b)(1)(B)(ii)(II)

## SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

## SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

## GOALS

### Goal: Reading

**\*Note: Required for Title I**  
**Scroll down for school data**

<b>*Needs Assessment:</b>	<p>In 2007-08, 84% of third grade students, 84% of fourth grade students, and 86% of fifth grade students scored a 3 or above on FCAT Reading Tests. Over 80% of students made a passing score on end of year grade level (or above grade level) basal reading tests. However, about 15% of students required targeted interventions in reading either on grade level texts or in below grade level texts. About 10% of third grade students scored a Level 1 on FCAT reading. All groups met the requirement for AYP. 80% of students made learning gains in reading and 78% of the lowest quartile made required learning gains.</p> <p>The school collects data on reading in multiple ways. Data is collected through DIBELS testing, through monitoring of all basal reading tests, and by reviewing FCAT and Stanford 10 reading test scores. All teachers have this data available to them to help plan for instruction. The data is collected by teachers, the AP for Curriculum, the principal and the reading coach. The reading committee at the school, made up of teachers from all grade level teams, reviews reading progress and helps to determine strategies for students and decide on resources needed in reading for the school. The reading coach meets with teachers individually and in small groups to interpret data. The guidance counselor helps teachers interpret standardized test scores. The principal and assistant principal monitor all reading tests to give feedback to teachers, plan for in-service needs, and plan student interventions</p>
<b>*Objective:</b>	Sixty-five percent of students in each major demographic group will score at/or above the proficiency level of three on the reading portion of the FCAT or the percentage of students scoring Levels 1 and 2 will be reduced by 10%.
<b>*Strategies:</b>	<ul style="list-style-type: none"><li>• Implement McMillan-McGraw-Hill Treasures Reading Program</li><li>• Implement CIMS model and benchmark testing in reading to monitor student progress</li><li>• Continue Earobics Literacy Launch software with targeted (struggling readers) primary students.</li></ul> <p>Develop interventions for the lowest quartile and monitor through FCIMS model</p> <ul style="list-style-type: none"><li>• Continue the use of SRA Early Interventions in Reading as a supplemental reading intervention curriculum.</li><li>• Revise the home-reader program in kindergarten, first, and second grades</li><li>• Continue fluency testing (Grades K-5).</li><li>• Continue implementation of Waterford Reading Program (Grades K-1).</li><li>• Continue Great Leaps reading with targeted students</li></ul>

- Assess students on Reading Sunshine State Standards through CIMS model and district benchmark testing
- Implement use of CRISS (Creating Independence through Student-owned Strategies) strategies.
- Implement Kagan strategies and training teachers in these strategies
- Implement instructional strategies from Classroom Instruction that Works, Marzano
- Continue use of QAR strategies with targeted students to extend comprehension strategies.
- Continue to provide students with a variety of genre materials (novels, poems, historical fiction, Newsweek for Kids, Florida Studies magazines, etc.)
- Continue strategies developed through the Reading Coach Grant at all grade levels.
- Continue use of reading intervention software in classrooms to increase student practice in the area of reading.
- Continue placing students at their instructional level in reading, monitoring progress, and providing resources at all grade levels.
- Provide enrichment through above grade level placement
- Provide tutoring to third grade students at risk of not passing FCAT Reading
- Attend state, regional or national conferences in reading if funds permit
- Continue to instruct students in effective test taking strategies.
- Develop career awareness through speakers, career research, non-fiction books on careers, and visitation of community members or into the community to visit tech and vocational centers
- Continue to provide diagnostic information to teachers to assist students having difficulty meeting promotion requirements.
- Continue to develop and implement an Progress Monitoring Plan for all students when required
- Continue daily 90 minutes school-wide reading block to facilitate flexible organization to ensure students are taught at their instructional level.
- Continue implementation of Florida's Sunshine State Standards in daily reading lesson plans and document strategies on required Instructional Validity forms.
- Continue school-wide Accelerated Reader program, RIF, Book Swap, Book It, Million Minutes of Reading and other programs to increase student's independent reading.
- Continue to recognize student achievements at flag ceremonies.
- Investigate providing extended school day or extended school year opportunities for targeted students working below district/state requirements (Grades 1-5).
- Provide as-needed training for aides to ensure additional effective practice strategies under the direct supervision of the classroom teacher.
- Provide training for teachers in the use of assessment results for improving instruction and instructional programs.
- Provide information to parents on use of assessment results to improve student learning.
- Reading Coach will share DIBELS results with teachers (Grades K-3) at least three times during the school year. Strategies to improve student's growth will be discussed and inservice will be made available as needed.
- Reading committee will meet regularly to discuss needs at various grade levels (materials, inservice, coaching, parent workshops, etc.)

	<ul style="list-style-type: none"> <li>• Monitor all students using Treasure’s assessment tests, and district benchmark tests through CIMS mode</li> </ul> <p>Title I Requirement:  PL 107-110 Sec 1116(b)(3)(A)(i)  PL 107-110 Sec 1115(c)(1)(C)  PL 107-110 Sec 1114(b)(1)(B)(ii)  PL 107-110Sec 1114(b)(1)(I)  PL 107-110 Sec 1114(b)(1)(B)(ii)(III)  PL 107-110 Sec 1114(b)(1)(B)(iii)</p> <p>“  .”</p>
<p><b>*Evaluation:</b></p>	<p>Students will meet district/state/federal criteria: Sixty-five percent (65%) of the total school population will score Level 3 or above on the FCAT Reading Assessment. OR The number of students scoring Level 3 and above on the FCAT Reading assessment will increase by ten percent (10%). AND Sixty-five percent (65%) of the students in each identifiable subgroup will score Level 3 or above on FCAT Reading assessment. OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Reading assessment.</p> <p>OR</p> <p>Students will meet locally defined criteria:</p> <ul style="list-style-type: none"> <li>• (Kindergarten through Grade 5) At least eighty percent (80%) of students demonstrate mastery on Treasures placement test for next grade level.</li> </ul> <p>Students will be monitored by FCIMS benchmark testing.</p>
<p><b>*Evidence-based Program(s):</b></p>	<ul style="list-style-type: none"> <li>•</li> <li>• McMillan-McGraw –Hill Treasures Reading Program</li> <li>• Other interventions and diagnostic tools used:</li> <li>• District benchmark Testing</li> <li>• DIBELS</li> <li>• DAR</li> <li>• Accelerated Reader</li> <li>• Read Naturally</li> <li>• Waterford</li> <li>• COMPASS</li> <li>• Academy of Reading</li> <li>• Florida Studies Weekly</li> <li>• Earobics</li> <li>• Great Leaps</li> <li>• SRA Early Interventions</li> <li>• Treasures Triumphs Intervention Program</li> </ul>
<p><b>*Professional Development:</b></p>	<ul style="list-style-type: none"> <li>• Training will be offered as needed in the components of effective reading instruction (fluency, comprehension, vocabulary, decoding, and phonemic awareness).</li> <li>• Training will be offered in additional tools for reading diagnosis.</li> <li>• Aides will receive training on effective practice strategies to use with students.</li> <li>• School reading committee will continue to monitor teachers needs for inservice</li> <li>• Teacher mentoring/coaching activities will follow training sessions to ensure full implementation.</li> </ul>

- Training in SRA Early Intervention materials
- All teachers will be trained in McMillan-McGraw-Hill
- Training will be offered in Kagan teaching strategies, if available
- Teachers will be trained in district reading benchmark testing and CIMS model
- Training in reading as offered at state or regional conferences

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
Basal Reading Series	District textbook	\$30,000.00	
Additonal T.Es for support of series	Title 1, LOT	\$5,000.00	
			<b>Total: \$35,000.00</b>
<b>Technology</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
FETC Conference	Title 1	\$3,000.00	
			<b>Total: \$3,000.00</b>
<b>Professional Development</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
District Provided	District	\$5,000.00	

Reading inservice			
.5 Reading Coach	Reading Grant		\$25,000.00
Reading Conferences	Title 1		\$5,000.00
Inservice on Reading Interventions	Title 1		\$3,000.00
			<b>Total: \$38,000.00</b>
<b>Other</b>			
<b>Description of Resources</b>	<b>Funding Source</b>		<b>Available Amount</b>
SRA, AR, Waterford support	Title 1, LOT		\$3,000.00
Development of reading pacing	Title 1		\$2,000.00
			<b>Total: \$5,000.00</b>
			<b>Final Total: \$81,000.00</b>

**\*Non-Highly Qualified Instructors:**

All teachers (grades kindergarten through grade five and support staff) meet the requirements for highly-qualified teachers. In addition, all reading teachers received training in the five components of reading. All instructional aides meet the requirements for highly-qualified personnel. District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. The district and individual schools provide extensive professional development. Stipends or substitutes are provided for teacher to participate in in-service training. All Teachers are encouraged to participate in professional development. Many principals are encouraging all teachers to

pursue the reading endorsement.

*End of Reading Goal*

## Goal: Mathematics

**\*Note: Required for Title I**  
**Scroll down for school data**

<b>*Needs Assessment:</b>	In 2007-08, 84% of third grade students, 79% of fourth grade students, and 85% of fifth grade students scored a 3 or above on FCAT Math Tests. However, 14% of third grade students, 12% of fourth grade students and 8% of fifth grade students scored a level 1 which is failing. 80% of students made learning gains and 73% of the lowest quartile made learning gains. All groups met the requirements for AYP. The percentage of proficiency increased for the total school and for all subgroups.
<b>*Objective:</b>	Sixty-eight percent of students in each major demographic group will score at or above the proficiency level of three on FCAT Math, or, the percentage of students scoring a level 1 or 2 will be reduced by 10%.
<b>*Strategies:</b>	<ul style="list-style-type: none"><li>•</li><li>• Participate in GEMS workshops if available</li><li>• Continue to investigate software and materials to enhance basal math series and increase mastery of math Sunshine State Standards.</li><li>• Implement district benchmark testing in math and monitor student progress through FCIMS model and benchmark testing Develop interventions for lowest quartile and monitor through FCIMS model</li><li>• Implement use of FACTMASTER, and Harcourt Math software in classrooms to increase student practice in the area of math.</li><li>• Investigate use of Great Leaps Math for disabled math students</li><li>• Continue to monitor students' progress through chapter and unit math tests and provide resources at all grade levels (including ESE).</li><li>• Continue to develop an Progress Monitoring Plan for all students as required</li><li>• Ensure at least a 75 minute math block is scheduled at grade 1-5.</li><li>• Continue implementation of Florida's Sunshine State Standards in daily math lesson plans and document strategies on required Instructional Validity forms.</li><li>• Investigate providing extended school day or school year opportunities for targeted students working below district/state requirements (Grades 3-5).</li><li>• Provide training for aides prior to working with targeted students.</li><li>• Utilize Math Coach to mentor new teachers</li><li>• Continue monthly math committee meetings to discuss needs at various grade levels (materials, pacing, inservice, coaching, parent workshops, etc).</li><li>• Continue Everyday Calendar Math or Mountain Math curriculum to reinforce essential skills (Grades K-5).</li></ul>

	<ul style="list-style-type: none"> <li>• Investigate installation of Fact Master in the computer lab as an additional resource.</li> <li>• Continue implementation of district-wide Harcourt math program at all grade levels.</li> <li>• Continue district-wide math/science/technology magnet program for selected students in grades three, four and five</li> <li>• Implement school developed math pacing calendar</li> <li>• Develop and implement K-5 expectations for math fact memorization</li> <li>• Investigate use of math journals in each grade level</li> <li>• Begin development of expected math vocabulary at all grade levels and share with parents</li> <li>• Investigate types of math diagnostic tests for disabled math students</li> <li>• Attend state and national conferences in math as funds allow</li> </ul>
<p><b>*Evaluation:</b></p>	<p>Students will meet district/state/federal criteria: Sixty-two percent (68%) of the total school population will score Level 3 or above on the FCAT Mathematics assessment. OR The number of students scoring Level 3 or above on the FCAT Math assessment will increase by ten percent (10%). AND Sixty-two percent (68%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Mathematics assessment. OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Mathematics assessment</p> <p>OR</p> <p>Students will meet locally defined criteria: (Kindergarten through Grade 5) At least eighty-five percent (80%) of students demonstrate mastery on instructional level Harcourt Mathematics basal cluster, unit, and/or end of year tests.</p>
<p><b>*Evidence-based Program(s):</b></p>	<ul style="list-style-type: none"> <li>• Harcourt Math series</li> <li>• Compass software</li> <li>• Great Leaps Math</li> <li>• GEMS</li> <li>• AIMS</li> <li>• Everyday Counts Calendar Math</li> </ul>
<p><b>*Professional Development:</b></p>	<ul style="list-style-type: none"> <li>• Teachers (Grades 3-5) will review and practice State scoring for short and extended responses. Teachers will develop at least one short/extended response for each unit math test.</li> <li>• Teachers participating in summer 2007 GEMS workshops will share materials and techniques at all appropriate grade levels (kindergarten through grade five).</li> <li>• Inservice will be scheduled based on Math committee input and test data needs.</li> <li>• Review of effective math strategies and use of student time will be reviewed.</li> <li>• Math committee will identify needs at each grade level and will schedule essential inservice opportunities to ensure state standards are mastered.</li> <li>• Newly hired teachers will be given an overview of Everyday Counts Calendar Math</li> <li>• Teachers will be trained in the math pacing calendar developed by the math committee</li> </ul> <p>Attend regional or national conferences or training in mathematics if available</p> <p>Train teachers in Lexiles Quantiles system if available</p>
<p><b>Budget:</b></p>	

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

Description of Resources	Funding Source	Available Amount	
Basal Series materials	District Textbook	\$15,000.00	

**Total: \$15,000.00****Technology**

Description of Resources	Funding Source	Available Amount	
		\$0.00	

**Total: \$0.00****Professional Development**

Description of Resources	Funding Source	Available Amount	
Math Inservice on pacing and benchmaks	Title 1	\$2,000.00	

**Total: \$2,000.00****Other**

Description of Resources	Funding Source	Available Amount	
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Development of Math pacing	Title 1, ADV	\$4,000.00	
Math Coach	Title 1	\$3,000.00	
Regional Conferences and trainings	Title 1	\$3,000.00	
			<b>Total: \$10,000.00</b>
			<b>Final Total: \$27,000.00</b>

<b>*Non-Highly Qualified Instructors:</b>	All classroom teachers are highly qualified to teach math.
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*End of Mathematics Goal*

## Goal: Writing

**\*Note: Required for Title I**  
**Scroll down for school data**

<b>*Needs Assessment:</b>	In 2007-08, 95% of all students scored at or above 3.5 on the FCAT Writing+ assessment. The 2007-08 mean Writing+ score was 352. The requirements for AYP for NCLB were met . The percentage of students making proficiency scores rose from 73% in 2007 to 95% in 2008.
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<b>*Objective:</b>	Ninety-percent or more of students will meet the proficiency level of 3.5 or higher on Florida Writes. Or, ninety percent or more of students will show growth in writing based on results of district benchmark testing.
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<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• Continue implementation of a school-wide approach to writing instruction which includes rubric scoring consistent across grade levels, Just Write curriculum, Treasures curriculum and team-level scoring of graded prompts.</li> <li>• Continue direct instruction in district adopted D'Nealian handwriting (Grades K-5) and implement criteria in all student-handwritten assignments</li> <li>• Ensure all students complete a daily required writing assignment</li> </ul>
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	<ul style="list-style-type: none"> <li>• Develop a consistent grading practice for weekly dictation of sentences.</li> <li>• Investigate development of rubric scoring on all written assignments in all content areas to include: focus, organization, support and conventions and include in writing grade</li> <li>• Scored writing pieces will be completed weekly all year(Gr. 1-5) and weekly second semester (Gr. K) and be part of the student's writing grade</li> <li>• Recognize students at Flag Ceremonies for writing scores of 5 or 6 on school or district writing prompts</li> <li>• Send teachers to writing in-services or conferences as funding allows</li> <li>• Increase of the use of expository writing in all subject areas such as math journals and science journals</li> <li>• Implement Treasures writing program</li> </ul>
<b>*Evaluation:</b>	<p>Students will meet district/state/federal criteria: Ninety percent (90%) of the total school population will score Level 3.0 or above on the FCAT Writing assessment. OR the number of students in the total population scoring Level 3.5 or above on the FCAT Writing will increase by one percent (1%). AND Ninety percent (90%) of the students in each identifiable subgroup will score Level 3.5 or above on the FCAT Writing assessment. OR The number of students in that subgroup scoring Level 3.5 or above on the FCAT Writing assessment will increase by one percent (1%).</p> <p>OR</p> <p>Students will meet locally defined criteria: At least eighty percent (80%) of 4th grade students improve writing skills as measured on the District's FCIM benchmark tests</p>
<b>*Evidence-based Program(s):</b>	Just Writes Curriculum, K-5 MacMillian-McGraw Hill Treasures Writing component
<b>*Professional Development:</b>	<ul style="list-style-type: none"> <li>• 3rd and 4th grade teachers will work with district-based Title 1 writing TSA on grade level criteria in the area of writing to meet the State's requirements for success.</li> <li>• Provide training in Just Writes writing curriculum (grades 1-5) and writing pacing</li> <li>• Provide training in Treasures writing curriculum</li> <li>• Provide training in grade-level rubric scoring.</li> <li>• Provide practice in rubric scoring and reteaching strategies to foster student growth.</li> </ul>

**Budget:**

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

Total: \$0.00

**Technology**

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

**Professional Development**

Description of Resources	Funding Source	Available Amount
Rubric training	Title 1	\$1,500.00

Total: \$1,500.00

**Other**

Description of Resources	Funding Source	Available Amount
Development of writing program, pacing	ADV, Title 1	\$2,000.00

Total: \$2,000.00

**Final Total: \$3,500.00**

## Goal: Science

**\*Note: Required for Title I**  
**Scroll down for school data**

<b>*Needs Assessment:</b>	Sixty-five percent of fifth grade students met the state requirement of attaining a Level 3 or above on FCAT science. This surpassed the district (47%) and state (45%).
<b>*Objective:</b>	The percentage of students achieving Levels 3-5 on the 2009 Science FCAT will grow by 10% and will exceed the state and district percentages.
<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• Implement CIMS model and district benchmark testing in science</li> <li>• Continue implementation of district-wide math/science/technology magnet for selected third, fourth and fifth grade students.</li> <li>• Continue to utilize science lab and lab teacher for magnet and fifth grade science</li> <li>• Continue to implement Scott-Foresman science curriculum at all grade levels</li> <li>• Continue to implement hands-on science curriculum at all grade levels</li> <li>• Investigate science /buddy teaching to introduce primary grades to lab environment</li> <li>• Participate in the Math and Science Partnership Grant from the Florida Department of Education (if available) and increase students' involvement (Grades 3-5) in GEMS curriculum.</li> <li>• Implement alignment of AIMS curriculum in primary grades</li> <li>• Continue to investigate strategies to interweave math and science curriculum requirements at all grade levels.</li> <li>• Investigate a school-wide, hands-on science day that addresses some of the Sunshine State Standards.</li> <li>• Continue implementation of STC, FOSS, and/or Journey North.</li> <li>• Continue to offer Summer Institute for in-coming magnet students</li> <li>• Develop a school-wide nutrition education scope and sequence</li> <li>• Implement a school-wide science unit as part of the Educational Technology grant</li> </ul> <p>Continue subscription to BRAINPOP</p>
<b>*Evaluation:</b>	The percentage of students attaining a Level 3-5 will grow by 10% (reach 71.5%). The percentage will surpass the district and state average.
<b>*Evidence-based Program(s):</b>	<ul style="list-style-type: none"> <li>• Scott-Foresman series</li> <li>• GEMS</li> <li>• AIMS</li> <li>• GLOBE</li> </ul>
<b>*Professional Development:</b>	<ul style="list-style-type: none"> <li>• Teachers in grades four through five will review State scoring for short and extended responses. Teachers will develop short/extended response questions for each science unit and apply the rubric</li> </ul>

- scoring.
- Teachers participating in summer 2008 GEMS workshops will share materials and techniques at all appropriate grade levels (kindergarten through grade five).
  - Effective science strategies and use of student time will be reviewed.
  - The science committee will identify needs at each grade level and will schedule essential inservice opportunities to ensure state standards are mastered
  - Training in Benchmark testing and monitoring of student progress will occur

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Basal science materials	District	\$5,000.00
		<b>Total: \$5,000.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Brainpop software	District curriculum	\$1,000.00
		<b>Total: \$1,000.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
GEMS training	District/Grants	\$2,000.00

<b>Total: \$2,000.00</b>		
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Pacing and Benchmark testing development	ADV	\$1,000.00
		\$0.00
<b>Total: \$1,000.00</b>		
<b>Final Total: \$9,000.00</b>		

<b>*Non-Highly Qualified Instructors:</b>	All classroom teachers are highly qualified instructors in the area of science. In addition, several teachers have been trained in GEMS and/or AIMS strategies.
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*End of Science Goal*

## Goal: Parental Involvement

**\*Note: Required for Title I**

<b>*Needs Assessment:</b>	Climate Survey results from parents indicate that parents believe the school has high expectations (88%), that academic excellence is a priority (82%), that parents have access to staff (91%), the school involves parents to help students (84%), and students are regularly assessed (84%). Parent Title 1 surveys request after school tutoring in math and multiple sessions of the parent FCAT training module.
<b>*Objective:</b>	*Provide multiple opportunities for parents/guardians to become active partners in their child's educational experiences. *One hundred percent of parents of targeted students will be contacted to plan interventions for their child.
<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• Plan two parent meetings in the first semester of school</li> <li>• Continue parent information meetings on the of the Academy of Math, Science and Technology</li> </ul>

	<ul style="list-style-type: none"> <li>• Purchase folders for home-school communication. Folders will be imprinted with school information and important dates and will serve as a daily/weekly communication tool.</li> <li>• Inform all students' parents of their child's progress towards district and state requirements progress reports, report cards, Individual Education Plans, end of book reading reports, school-based Sunshine State Standards assessments, teacher-generated weekly/monthly reports, and conferences.</li> <li>• Continue to inform parents of events and news through the weekly Steamer newsletter.</li> <li>• Parents are invited to attend school-wide flag ceremonies which celebrate students' accomplishments in academics, music, art, and physical education.</li> <li>• Continue to offer parent workshops and materials that can be used at home to reinforce essential skills for success in the areas of reading, writing, and math.</li> <li>• Continue to invite parents to take an active role in co-developing Progress Monitoring Plans or Individual Educational Plans for identified students.</li> <li>• Provide assistance from the school nurse for parents of at-risk students with appropriate outside medical contacts.</li> <li>• The principal will continue to notify parents of instructional staff's qualifications. Parents may request information on the qualifications of teachers.</li> <li>• Invite parents of third through fifth graders to an after-school or Saturday workshop to assist their child in preparing for state testing.</li> <li>• Continue to involve parents in their child's education through Book-It, Accelerated Reader, Million Minutes of Reading, and teacher-assigned home activities.</li> <li>• Distribute grade level or team level newsletters to inform parents of upcoming events and units of study.</li> <li>• Continue to update Stephen Foster's website to keep parents informed of events and news.</li> <li>• Invite parents to participate in before school jogging</li> <li>• Distribute and discuss the Title 1 Compact specifying responsibilities of all interested parties to parents and invite them to participate in Title 1 planning. Distribute Parent Rights and Parent Involvement Plan.</li> <li>• Send a copy of the Alachua County Schools' Student Code of Conduct to all parents.</li> <li>• Invite all parents to an annual Title 1 parent planning meeting</li> <li>• Survey all parents regarding services which would be beneficial to them</li> <li>• Ensure parents materials are available in alternate languages for ESOL students</li>   <li>• Inform parents of students not meeting promotion requirements through the report card, PMP and parent conferences</li> <li>Ensure opportunities exist for parents to volunteer</li> </ul>
<p><b>* Evaluation:</b></p>	<p>One hundred percent of parents will participate in a conference or parent involvement activity</p>
<p><b>* Evidence-based Program(s):</b></p>	<p>Skills for School Success Calendars</p>

<b>*Professional Development:</b>	Team-level meetings to review strategies for effective use and implementation of the Skills for School Success Parent Communication calendar.
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**Budget:**

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

<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Prent involvment materials	Title 1	\$2,000.00
Parent involvment stipends for workshops	Title 1	\$1,500.00
		<b>Total: \$3,500.00</b>
		<b>Final Total: \$3,500.00</b>

*End of **Parental Involvement** Goal*

## Goal: Return on Investment

**Needs Assessment:**

The 2006-07 Return on Investment for Stephen Foster indicated a 68 percentile rank, and a 65% ROI Value. Foster will improve on this rank for the 2007-08 school year by at least two percentage points.

*End of **Return on Investment** Goal*

## ADDITIONAL GOALS

No Additional Goals were submitted for this school



## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Basal Reading Series	District textbook	\$30,000.00
Reading	Additional T.Es for support of series	Title 1, LOT	\$5,000.00
Mathematics	Basal Series materials	District Textbook	\$15,000.00
Science	Basal science materials	District	\$5,000.00
			<b>Total: \$55,000.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FETC Conference	Title 1	\$3,000.00
Mathematics			\$0.00
Science	Brainpop software	District curriculum	\$1,000.00
			<b>Total: \$4,000.00</b>

**Professional Development**

Goal	Description of Resources	Funding Source	Available Amount
Reading	District Provided Reading inservice	District	\$5,000.00
Reading	.5 Reading Coach	Reading Grant	\$25,000.00
Reading	Reading Conferences	Title 1	\$5,000.00
Reading	Inservice on Reading Interventions	Title 1	\$3,000.00
Mathematics	Math Inservice on pacing and benchmarks	Title 1	\$2,000.00
Writing	Rubric training	Title 1	\$1,500.00
Science	GEMS training	District/Grants	\$2,000.00

**Total: \$43,500.00**

**Other**

Goal	Description of Resources	Funding Source	Available Amount
Reading	SRA, AR, Waterford support	Title 1, LOT	\$3,000.00
Reading	Development of reading	Title 1	\$2,000.00

pacing			
Mathematics	Development of Math pacing	Title 1, ADV	\$4,000.00
Mathematics	Math Coach	Title 1	\$3,000.00
Mathematics	Regional Conferences and trainings	Title 1	\$3,000.00
Writing	Development of writing program, pacing	ADV, Title 1	\$2,000.00
Science	Pacing and Benchmark testing development	ADV	\$1,000.00
Science			\$0.00
Parental Involvement	Prent involment materials	Title 1	\$2,000.00
Parental Involvement	Parent involment stipends for workshops	Title 1	\$1,500.00
			<b>Total: \$21,500.00</b>
			<b>Final Total: \$124,000.00</b>

## 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, junior high 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.

✓ **Yes. Agree with the above statement.**

## SAC Involvement

The Stephen Foster Elementary School Advisory Council (SAC) is the sole body responsible for final decision making related to the implementation of Sections 1001.42(16) and 1008.345, FS. (school improvement)

Stephen Foster's School Advisory Council consists of ten members. Members are nominated and/or volunteer for service on the SAC and are then voted upon by the constituency they represent. The committee includes three parents, three community members, three instructional staff and one non-instructional member.

Although the principal is not a voting members of the SAC, she is an active member who attends all meetings and gives updates of the school throughout the year. The committee meets from four to six times per year and assists in the implementation of the School Improvement Plan. The SAC contributes to the development of the School Improvement Plan by reviewing and adding to the plan during its development. The SAC approves the final version of the School Improvement Plan prior to final adoption by the school.

Title I Requirement:

PL 107-110Sec. 1116(a)(3)(B)(ii)

## SAC Members

### Members

1) Dr. Darla Boyd, Principal

2) Sharon Fletcher, Teacher

3) David Javsicas, Teacher

4) Andrea Mousa, Teacher
5) James Miller, Parent
6) Christine Sapp, Parent
7) Manisha Ranade, Parent
8) Lauren Perkins, Community Member
9) Liz Stark, Community Member
10) Bill Davis, Community Member
11) Jimmie Little, School Support Personnel

## IMPLEMENTATION EVALUATION

2007-08

All objectives of the 2007-08 School Improvement Plan were met. Stephen Foster attained an state grade of A and met all requirements for Adequate Yearly Progress. Students showed growth in all academic areas. This includes all subgroups and the lowest quartile in both reading and math.

2008-09

Each goal and objective of the school improvement plan is monitored by the school administration. A school level committee is organized for each objective. The committee works to ensure that all strategies are implemented, and staff development activities are executed. The committees report to the school administration monthly on the status of work. Students are monitored regularly through FCIMS benchmark testing. Testing occurs 4 times during the school year. Students are also monitored through basal reading and math tests. Students are also monitored through a carefully planned pacing calendar in all academic areas.

The results of benchmark monitoring and progress in pacing are reviewed with committees as well as grade level teams regularly throughout the year.

Finally, all teachers review FCAT testing results which helps to organize planning for future pacing and focus of skills in all subjects.

# REPORTING

## Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										





	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

**Baseline data aggregated at school level**

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

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*End of **Baseline Data Report***

# AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua STEPHEN FOSTER ELEMENTARY SCHOOL 0041														
Number of students enrolled in the grades tested: <a href="#">Click here to see the number of students in each grade level.</a>										Read: 248 Math: 248		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?				YES										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Grade	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	
4	99	Y	100	Y	85	Y	84	Y	89	92	Y			NA	25	15	NA	28	16	NA	81	NA	86	NA				
E	100	Y	100	Y		Y	93	Y		94	Y			NA	13		NA	11	7	NA	85	NA	92	NA				
	99	Y	100	Y	73	Y	65	Y			NA			NA	41	27	NA	52	35	NA	77	NA	72	NA				
NIC		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA				
		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA				
CAN N		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA				
DOMICALLY VANTAGED	99	Y	100	Y	77	Y	74	Y	81	83	Y			NA	37	23	NA	43	26	NA	76	NA	77	NA				
SH AGE ERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA				
ENTS WITH ILITIES	98	Y	100	Y	50	N	53	N			NA			NA	58	50	Y	67	47	Y	70	NA	67	NA				

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua STEPHEN FOSTER ELEMENTARY SCHOOL 0041														
Number of students enrolled in the grades tested: <a href="#">Click here to see the number of students in each grade level.</a>										Read: 232 Math: 232		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?				NO										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Grade	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	
4	99	Y	100	Y	75	Y	72	Y	94	89	N			NA	25	21	NA	30	28	NA	72	NA	70	NA				
E	100	Y	100	Y	87	Y	89	Y	94		Y			NA	10	13	NA	18	11	NA	82	NA	80	NA				
	99	Y	99	Y	59	Y	48	N			NA			NA	57	40	NA	51	52	NA	59	NA	59	NA				



	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	96%	94%	95%	71%	356	<b>Writing and Science:</b> Takes into account the % scoring 3.5 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>	80%	80%			160	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>	78% (YES)	73% (YES)			151	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.
Points Earned					667	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Alachua School District STEPHEN FOSTER ELEMENTARY SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	

<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	87%	86%	84%	82%	339	<b>Writing and Science:</b> Takes into account the % scoring 3.5 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>	84%	79%			163	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>	68% (YES)	68% (YES)			136	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.
Points Earned					638	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Alachua School District STEPHEN FOSTER ELEMENTARY SCHOOL 2005-2006</b>					
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Grade Points Earned</b>	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	83%	83%	93%	259	<b>Writing:</b> Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

<b>% of Students Making Learning Gains</b>	64%	72%		136	<p>3 ways to make gains:</p> <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>	51% (YES)			51	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				446	
Percent Tested = 100%					Percent of eligible students tested
<b>School Grade</b>				<b>A</b>	Grade based on total points, adequate progress, and % of students tested