

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

**School Name: ALACHUA ELEMENTARY
SCHOOL**

District Name: Alachua

Principal: Jim Brandenburg

SAC Chair: TBA

Superintendent: Dr. W. Daniel Boyd, Jr.

Date of School Board Approval: Pending



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

Excellence through initiative, innovation, and involvement.

SCHOOL PROFILE DEMOGRAPHICS

Alachua Elementary School presently serves approximately 460 students in grades 3-5 in the small rural community of Alachua, Florida. Almost all of Alachua's students come from W.W. Irby Elementary, which serves grades PK-2. After leaving Alachua, most students attend A.L. Mebane Middle School for grades 6-8, and Santa Fe High School for grades 9-12. The school has been in operation since 1895, and has been an elementary school since 1955.

The school also created the Alachua Family Services Center in 1995 to provide agency referral and direct social services to families living in poverty. Full Service Schools grant funds were used to renovate an existing building on campus and fund a home-school liaison to coordinate center activities. The center also provides free GED and ESOL classes for local

adults, funded by a grant from Dollar General.

Student demographics closely reflect those of the community and Alachua County as a whole; approximately 54% of students receive free or reduced price meals. Racially, the school's composition is 62% white, 29% African-American, 5% Hispanic, and 4% Asian or multiracial. The local economy is traditionally agricultural, with recent growth in biotechnology research and retail distribution centers. The community has seen a moderate influx in families from urban centers, but most students have extended families in the community.

Alachua Elementary School faces academic and social challenges similar to other high poverty schools. A unique challenge is the impact of FCAT testing in third grade with no prior contact with the students in grades PK-2. The school has responded to this problem by using Title I Schoolwide resources and other supplemental funds to reduce class sizes in core academic subjects and provide intensive remediation in grade 3. Tentative class sizes for 08-09 average 18.5 in grade 3, 22.0 in grade 4, and 22.0 in grade 5. Students as a whole consistently perform at or above statewide averages, although some subgroups have not consistently made AYP.

The school has been fortunate to retain a faculty of high quality, certified teachers. 74% of Alachua's teachers hold advanced degrees, compared to 52% districtwide and 35% statewide; three teachers are presently working on advanced degrees. Three teachers have achieved National Board Certification. The faculty mobility rate has traditionally been among the lowest in the district, with most teachers leaving for promotions within the district. Alachua's teachers have provided leadership in many academic innovations, helping the school to make consistent long-term academic gains. The school has received the Florida Blue Ribbon School Award, numerous district awards, and has won first place in the Florida Quiz Bowl competition for six of the last eight years. The school has also received Florida School Recognition awards four times, in 1999, 2002, 2004, and 2007.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Jim Brandenburg has served as Principal of Alachua Elementary School since 1992. During that time, overall student achievement has substantially improved while the student population was unchanged. He has received the highest rating in each of his annual evaluations since becoming a principal.

Prior to becoming a principal, Mr. Brandenburg has been a successful teacher at the elementary, middle, and high school levels. He has taught adult and community education classes, and served as a university adjunct professor. He has also served as a district administrator for elementary curriculum, exceptional student education, and parent services.

He holds a B.A.E. in English Education; a M.Ed. in Elementary Education, and a Ed.S. in Educational Leadership, all from the University of Florida. Certification areas and endorsements include: Elementary Education, English, Gifted, ESOL, Administration/Supervision and Principal.

Mr. Brandenburg has also served on the Boards of several organizations, including UF College of Education Alumni Council (past president), University Council on Teacher Education, Florida Museum of Natural History, Alachua Chamber of Commerce (past president), and the Alachua Lions Club (past president). He has also volunteered extensively with Stop! Childrens' Cancer, The American Heart Association, and Catholic Heart WorkCamp. He was recently awarded the Scholarship of Engagement award by the UF College of Education for his role in developing the Professional Development Community partnership.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

The school has attracted and retained highly qualified teachers because of its' reputation for innovation and by providing a professional and supportive work environment. Faculty and staff turnover is among the lowest in the district, and vacancies typically attract dozens of consistently highly qualified applicants.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

The school district provides a comprehensive curriculum for all students. District Title I and Exceptional Student Education staff plan with Elementary Curriculum staff to provide supplementary materials and support for students who require additional help to achieve Sunshine State Standards.

At the school level, additional Title I and ESE staff supplement classroom instruction with tutorial and small group assistance, technology support, specialized curriculum, parent involvement activities, and after school help.

The community supports the school with after school volunteer tutorial program, Food 4 Kids Program, and grants from local businesses and civic groups. As part of the Professional Development Community partnership with UF College of Education, approximately 40 interns complete an Inquiry Project directed toward helping at-risk students achieve AYP objectives in the School Improvement Plan.

School Wide Improvement Model

Note: Required for Title I

For several years, Alachua has used a model for school improvement based on the Baldrige Model for continuous improvement. This model, using processes adapted for education by the Florida Sterling Council, requires self-assessment in key areas of operation, based on research of effective organizations. The Baldrige Model provides tools for examining the effectiveness of school operations in the areas of leadership, strategic planning, customer focus, information analysis, human resource focus, process management, and results

orientation.

During the summer of 2006, a leadership team participated in training to implement National Center of School Reform protocols at the school level, sponsored by The Lastinger Center at the UF College of Education. Followup training occurred in summer and fall of 2007.

The faculty began planning for the 2008-09 school year using The Florida Continuous Improvement Model. 2008 student achievement data was analyzed, and a standards-based assessment schedule was developed.

Formative assessment data will be collected during the year through textbook publisher-provided and computer-enhanced assessments; curriculum and instructional decisions are re-evaluated as data review indicates. FCAT data provides summative assessment data for schoolwide curriculum planning. Observational data is collected through committee feedback, employee surveys, and parent surveys.

Communication with Parents

At Alachua Elementary School, we plan to help each child excel by building an active partnership with each family. We will do this through:

Communication between school and home

- Weekly progress reports for each student
- Quarterly report cards
- Weekly school newsletters
- Periodic PhoneHome messages
- Calendar of events in local newspaper
- Publication of School Public Accountability Report
- Periodic PTA newsletters
- Publication of PTA and SAC minutes
- 24-hour phone call return policy
- Assistance with student assessment information
- Provision of documents in other languages for parents

Participation in school activities

- Active recruitment of PTA members
- Family-oriented school activities
- Meet-the-Teacher Day and Back-To-School Night
- Active parent volunteer program
- Open PTA/SAC meetings
- Parent information programs and workshops
- Positive, friendly atmosphere
- Active volunteer program
- Early and late meeting times for parent conferences
- Semi-annual Parent Conference nights
- Title I Annual Meeting

Family support by school and Family Services Center

- Full-time nurse
- Full-time guidance counselor
- On-site GED and ESOL classes
- Food 4 Kids program

Community Partnerships

Alachua Elementary School helped create a Professional Development Community partnership with the University of Florida College of Education. This consortium recently expanded to include ten schools to assist the college in providing quality pre-service programs and additional inservice training for teachers. The school has also joined the Lastinger Center school reform partnership in the College of Education. The school also works closely with local civic, government, and business groups including The Alachua Chamber of Commerce, The Alachua Lions Club, The Alachua Woman's Club, The Alachua Business League, the City of Alachua, and the Alachua Program for Childhood success.

NCLB Public School Choice

Note: Required for Title I

Parents are notified through U.S. mail of SINI status, opportunities for school choice, and SES opportunities.

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

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

Pre-School Transition

Note: Required for Title I

Alachua Elementary does not serve preschool students. Transition from second to third grade is provided by: spring visitation and tour; AES coloring book; communication with incoming parents; Alachua/Irby student services meeting; solicitation of placement information; grade 2/3 teachers transition meeting.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Teachers new to the profession (usually 1-3 yearly) participate in The Alachua County Induction Program. This process provides a framework for a school-level support team for each beginning teacher. The district provides a series of workshops before school starts, during the year, and a follow-up assessment interview.

At the school level, beginning teachers are assigned a support team consisting of at least a mentor teacher and the principal. The school also provides a "Rookie Camp" prior to preplanning to orient new teachers to school procedures, operations, and culture. The beginning teacher and mentor meet at least weekly to discuss planning, curriculum, management, or related issues; the support team meets monthly to assess the beginning teacher's progress, review the Professional Development Plan, and discuss formative observations.

Mentors are selected on their ability and willingness to provide academic and emotional support to beginning teachers. They must take Mentor Training and Clinical Educator Training Workshops; many take a graduate course in Mentorships offered at the school as

part of the Professional Development School partnership. Each teacher also submits a Professional Development Plan every year that includes a specific leadership objective for personal growth.

Presently, three Alachua teachers have completed National Board for Professional Teaching Standards Certification. Each of these teachers has served as a mentor for teachers from Alachua and other district schools who are waiting for NBPT results. Three other teachers earned their NBPTS certification at Alachua before taking positions elsewhere.

Paraprofessionals

All paraprofessionals working in an instructional role are highly qualified and work under the direct supervision of a certified teacher. All have completed requirements to be "Highly Qualified" as defined by NCLB standards.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

The school does diagnostic testing in reading and math for all entering third graders, and any other student performing below grade level. This information is used to identify specific curriculum or instruction modifications to address deficiencies. All students with deficiencies are provided with extended learning opportunities, depending on need. These include:

- additional reading or math instruction in lieu of social studies or science class
- additional reading and math support in computer lab after school, Tuesday and Thursday, provided by community volunteers
- additional math support in computer lab before school Monday-Friday
- tutoring support at neighborhood tutorial center sponsored by school and Alachua Police Dept.
- tutoring support during Extended Day Enrichment Program, including use of computer lab, Monday-Thursday
- access to internet-based support programs (Harcourt Math, FCAT Explorer, etc.) from home.
- extended schoolyear programs (pending funding).

The school also offers monthly "Family Nights" for parents and students to check out library books and take Accelerated Reader tests in the computer lab.

Curricula for extended learning is based on diagnosis of deficient area. Programs include:

Basal program Intervention strategies

SRA Reading Mastery

SRA Corrective Reading

SRA Kaliedescope Reading

SRA Early Interventions in Reading

Great Leaps Program (UF created)

UFLI fluency (UF created)

Wilson Language Program

LIPS Language Program

Compass Learning System (Computer Lab)

Harcourt Math Intervention Strategies

Harcourt Math Technology Support Program

Connecting Math

Calendar Math

The school provides after-school tutoring programs for at-risk 3rd grade students. The Extended Day Education Program (EDEP) has time set aside for homework each day. Local volunteer tutors are provided for students before, during, and/or after the school day. Compass reading instruction and FCAT Explorer are available in the school computer labs before school. Schools schedule parent workshops in the evening and on Saturdays to help parents learn ways to assist students in reading at home. Mentors are provided through the Bright Futures mentors, University of Florida volunteers, Take Stock in Children program, foster grandparent program, Rockin' Readers volunteers, The Alachua Program for Childhood Success, and other school volunteers.

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

*Needs Assessment:	Proficiency levels for subgroups are listed below: White 73% African American 33% Economically Disadvantaged 46% SWD 39% Total school 61% Black, economically disadvantaged, and students with disabilities subgroups did not make AYP.
*Objective:	At least 65% of students in all subgroups will achieve at or above grade level in reading.
Strategies:	<ul style="list-style-type: none"> conduct spring assessment of incoming third graders and analyze all available FCAT and school-level achievement data* provide FCIM training for teachers, in Summer Institute* conduct individual assessments for all students not proficient in reading* develop Instructional Plans detailing specific remediation strategies* create instructional subgroups to accommodate deficit areas* write Professional Development Plans to address classroom goals* provide staff development for new programs* monitor academic progress* revise instructional delivery model as needed* conduct summative assessments* evaluate academic progress* review strategies for underserved populations* provide initial and ongoing training for new reading series.
*Evaluation:	Pretest and diagnostic information will be collected (as needed) through: <ul style="list-style-type: none">• STAR Reading Inventory• FCRR trial assessment data• 2008 FCAT Reading• Dynamic Indicators of Basic Early Literacy Skills (DIBELS)• Gates-MacGinitie Reading Test• Towre Test of Word Reading Efficiency• DAR Reading Assessment Periodic formative assessment will be conducted according to publisher's schedule (i.e. unit tests) or as needed. DIBELS will be

administered quarterly. STAR reading inventory will be collected at mid-year for all students. Individual assessments will be collected as student progress dictates. Summative evaluations will include end-of-book tests for basal reading series, FCAT Reading, STAR Reading Inventory, and DIBELS.

***Evidence-based Program(s):**

The following research-based programs will be used, depending on student needs:

- McMillan/McGraw Hill Treasures
- SRA Kaleidoscope Reading Series
- SRA Reading Mastery
- SRA Corrective Reading
- SRA Early Interventions in Reading

- Compass Learning Systems
- Great Leaps

***Professional Development:**

A FCIM Summer Institute will be implemented to review data and develop SIP goals. Depending on teacher experience and needs, training will be provided in the areas of:

- McMillan/McGraw Hill Treasures
- SRA Early Interventions in Reading
- CRISS training
- Collaborative Planning and Teaching/Inclusion
- Differentiating Instruction
- Just Read, Florida required topics
- DIBELS/Gates-MacGinitie assessment tools.
- National Council of School Reform findings
- Book study groups.

Each teacher, with the principal, creates a Professional Development Plan that details specific academic objectives for his or her students concurrent with the SIP.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
McMillan/McGraw-Hill Reading Program	District	\$99,000.00	

	District	\$99,000.00	
	District	\$90,000.00	
			Total: \$288,000.00
Technology			
Description of Resources	Funding Source	Available Amount	
24 new student desktop computers; 50 new laptop computers; 10 smart boards/projectors	District new construction	\$105,000.00	
			Total: \$105,000.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
FCIM; Summer Institute, McMillan/McGraw-Hill Training	Title I, CREATE, district	\$3,500.00	
			Total: \$3,500.00
Other			
Description of	Funding Source	Available	

Resources		Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$396,500.00

*Non-Highly Qualified Instructors:	All classroom and resource teachers are certified and teaching in field. The principal, CRT, BRT, Reading Coach, Media, PE, and computer lab teachers are certified and experienced classroom teachers of reading.
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End of Reading Goal

Goal: Mathematics

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

*Needs Assessment:	<p>Proficiency levels for subgroups are listed below:</p> <ul style="list-style-type: none"> • White 72% • African American 39% • Economically Disadvantaged 50% • SWD 44% <p>• Total school 63%</p> <p>Black, economically disadvantaged, and students with disabilities subgroups did not make AYP.</p>
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*Objective:	At least 68% of students in each subgroup will achieve at or above grade level in mathematics.
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*Strategies:	<ul style="list-style-type: none"> * conduct spring assessment of incoming third graders and analyze all available FCAT and school-level achievement data * conduct Harcourt Math inventory for all students * develop class instruction plans detailing specific remediation strategies * create instructional subgroups to accommodate deficit areas * write Professional Development Plans to address classroom goals * implement Prosper data collection system * monitor academic progress; revise instructional delivery as needed * conduct summative assessments * evaluate academic progress * review strategies for underserved populations
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<p>*Evaluation:</p>	<p>Pretest and diagnostic information will be collected through STAR Math assessment, Harcourt math inventory, and district on-track tests.</p> <p>Periodic formative assessment will be conducted according to publisher's schedule; STAR Math achievement data will be collected for all students at mid-year.</p> <p>Summative evaluation will include end-of-book tests for Harcourt Math, FCAT Math, and STAR Math assessment.</p>
<p>*Evidence-based Program(s):</p>	<p>The following research-based programs will be used, depending upon student needs:</p> <ul style="list-style-type: none"> • Harcourt Math Series • Connecting Math • Compass Learning Systems • Prentice-Hall Math Series • Everyday Math
<p>*Professional Development:</p>	<p>A Summer Institute will be implemented to review data and develop SIP goals. Depending upon teacher experience and needs, training will be provided in the areas of:</p> <ul style="list-style-type: none"> • Harcourt Math series • Harcourt Technology support • Harcourt Inventory diagnosis/prescription • Collaborative Planning and Teaching/Inclusion • Differentiated Instruction • Calendar Math • Mountain Math

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
		\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	

See description under goal Reading		\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
TBA		\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00
*Non-Highly Qualified Instructors:	All classroom teachers and resource teachers are certified in-field. The principal, CRT, BRT, Media, PE, and computer lab teachers are certified and experienced classroom teachers of mathematics.		
<i>End of Mathematics Goal</i>			

Goal: Writing

***Note: Required for Title I**

Scroll down for school data

*Needs Assessment:	82% of students scored at level 3.5 or above in 2007.
*Objective:	90% of students in all subgroups will improve writing performance by 1%.
*Strategies:	<ul style="list-style-type: none"> * conduct periodic writing assessment for all fourth grades * provide instruction in specific expository and narrative techniques * integrate FCAT writing practice into other subject areas * provide additional after school practice for students with serious deficiencies * review strategies for underserved populations.
*Evaluation:	Teachers will provide practice prompts periodically to assess students' proficiency levels. Summative evaluation will be conducted through FCAT Writing.
*Evidence-based Program(s):	McMillan/McGraw-Hill Treasures
*Professional Development:	<ul style="list-style-type: none"> • specific training will be provided • rubric scoring of essays • use of conventions • narrative techniques • elaboration techniques

Budget:

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

Description of Resources	Funding Source	Available Amount
TBA		\$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 Scoring, school scoring training	Title I; School	\$2,600.00	
			Total: \$2,600.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$2,600.00
<i>End of Writing Goal</i>			
Goal: Science			

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

*Needs Assessment:	43% of Alachua's fifth grade students scored at level 3 or above on FCAT Science.
*Objective:	50% of fifth grade students will score at or above level 3 on FCAT science.
*Strategies:	<ul style="list-style-type: none"> • reorganize master schedule to allow regular science instruction • develop supplementary activities and hands-on experiments • collect and inventory all school science materials • order supplementary materials and equipment • provide weekly large group demonstrations • construct outdoor greenhouse and science area • incorporate science activities into Technology Lab schedule • create science laboratory as part of weekly special class schedule • develop scope and sequence for key concepts, grades 3-5.
*Evaluation:	Teachers will use Scott-Foresman Science Series unit tests for formative assessment. FCAT Science data will be used for summative assessment.
*Evidence-based Program(s):	Scott-Foresman Science Series
*Professional Development:	Training topics for teachers will include: <ul style="list-style-type: none"> • Elementary FCAT Science Workshop • New textbook series training • Hands-on Science Activities • Science Technology integration workshop • Curriculum mapping for Science SSS.

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	
See description under goal Reading		\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
TBA		\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00
*Non-Highly Qualified Instructors:	All classroom teachers are certified to teach science in grades 1-6.		
<i>End of Science Goal</i>			

Goal: Parental Involvement

***Note: Required for Title I**

*Needs Assessment:	Although most parents are actively involved in their child's education, a disproportionate number of parents of our non-proficient students are not.
*Objective:	The school will create new and innovative opportunities for parents to participate and aggressively encourage parents to attend.
*Strategies:	<ul style="list-style-type: none"> • educate teachers and staff in parent partnerships • continue bi-weekly progress reports and weekly newsletter • continue Meet The Teacher, Open House, Annual Title I Meeting • schedule evening conference opportunities • schedule monthly Accelerated Reader nights for students and parents • schedule curriculum-oriented workshops for parents • schedule "Family Nights" with free meals and parent information • expand use of classroom websites for parent communication • notify parents that they may request information regarding qualifications of their child's teacher • distribute parent compact • develop with and distribute to parents a written parent involvement policy
*Evaluation:	Parent participation in traditional recurring events will be compared to previous years. Parents will be surveyed about perceived value of new programs.
*Evidence-based Program(s):	FCAT Explorer
*Professional Development:	Developing Parent Partnerships

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT preparation	Title I	\$500.00

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	
Developing Parent Partnerships	school	\$100.00	
			Total: \$100.00

Other

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

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:	In 2006,07, our school's percentile ranking was 55%. Factors influencing this figure include the faculty's average years of experience and percentage with advanced degrees, both of which increase personnel costs.
Objective:	Our school's ROI percentile ranking will increase.
Strategies:	<p>Strategies to improve annual learning gains:</p> <ul style="list-style-type: none">*Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff*Identify lowest quartile students early and provide additional assistance*Provide strategies to parents for their student's academic improvement*Continue to provide high quality teacher professional development and monitor its implementation <p>Strategies to lower the cost per weighted full time equivalent (FTE) student:</p> <ul style="list-style-type: none">*reallocate school resources to better implement teaching, learning, and class-size mandates (e.g., combine teacher aide positions into a teacher position)*purchase evidence-based materials and use them effectively*increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves*Utilize school and district in-service training
Evaluation:	The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI index.

End of Return on Investment Goal

ADDITIONAL GOALS

Additional Goal: Safety and Environment			
Needs Assessment:			
Objective:			
Strategies:			
Evaluation:			
Evidence-based Program(s):			
Professional Development:			
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
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

End of Safety and Environment Goal

Additional Goal: Air Quality

Needs Assessment:	
Objective:	
Strategies:	
Evaluation:	
Evidence-based Program(s):	
Professional Development:	

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

Other

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

End of Air Quality Goal

Additional Goal: Health

Needs Assessment:	
Objective:	
Strategies:	
Evaluation:	
Evidence-based Program(s):	
Professional Development:	

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
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00
<i>End of Health Goal</i>			

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	McMillan/McGraw-Hill Reading Program	District	\$99,000.00
Reading		District	\$99,000.00
Reading		District	\$90,000.00
Mathematics			\$0.00
Writing	TBA		\$0.00
Parental Involvement	FCAT preparation	Title I	\$500.00
			Total: \$288,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	24 new student desktop computers; 50 new laptop computers; 10 smart boards/projectors	District new construction	\$105,000.00

Mathematics	See description under goal Reading		\$0.00
Science	See description under goal Reading		\$0.00
			Total: \$105,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCIM; Summer Institute, McMillan/McGraw-Hill Training	Title I, CREATE, district	\$3,500.00
Mathematics	TBA		\$0.00
Writing	Rubric Scoring, school scoring training	Title I; School	\$2,600.00
Science	TBA		\$0.00
Parental Involvement	Developing Parent Partnerships	school	\$100.00
			Total: \$6,200.00
Other			
Goal	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$399,700.00

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

Members: Jim Brandenburg, principal, Caucasian; Reginald Bennett, parent, African-American; Kristi Crane, parent, Caucasian; Lindsey Browning, parent, Caucasian; Pam Evers, teacher, Caucasian; Jessica Fillingim, teacher, Caucasian; Peggy Sommers, teacher, Caucasian; Orien Hills, community member, African-American; Darby Delane, community member, Caucasian; and LaDtetre McClalin, education support professional, African-American. Meeting dates: September and November, 2008; and January, March, May, and June, 2009.

The Alachua Elementary School Advisory Council is organized in compliance with Florida statutes and School Board policy. In addition to stated duties, the SAC serves as a sounding board and advisory group to the principal on school issues, and lobbies on the school's behalf. At the principal's request, the SAC also conducts a Vote of Confidence at the end of each year; the principal has offered to leave his position if the SAC does not vote to support him.

SAC Members

Members

1) Jim Brandenburg, Principal

2) Pam Evers, Teacher

3) Jessica Fillingim, Teacher

4) Peggy Sommers, Teacher

5) Kristi Crane, Parent

6) Lindsey Browning, Parent

7) Reginald Bennett, Parent

8) Orien Hills, Community Member

9) Darby Delane, Community Member

10) LaDtetre McClain, School Support Personnel

IMPLEMENTATION EVALUATION

The School Improvement/Title I plan will be shared with the public and approved by the SAC prior to submission to the School Board.

The FCIM leadership team will meet monthly to review progress and recommend revisions to the faculty.

School Improvement updates will be provided by the principal at each SAC meeting.

Formative assessments will be discussed at weekly team meetings, at least monthly in

faculty meetings, and reported to the district.

Additional support from district or university staff will be solicited as needed.

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					

*End of **Baseline Data Report***

AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua ALACHUA ELEMENTARY SCHOOL 0161													
Number of students enrolled in the grades tested: Click here to see the number of students in each grade level.										Read: 458 Math: 458		2007-2008 School Grade ¹ : B		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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
	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 ³ 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	2008	Y/N	2008	Y/N			
4	100	Y	100	Y	61	Y	63	Y	92	91	Y			NA	36	39	NA	36	37	NA	61	NA	67	NA			
E	100	Y	100	Y	73	Y	72	Y	91	93	Y			NA	26	27	NA	26	28	NA	69	NA	76	NA			
	100	Y	99	Y	33	N	39	N	92	83	N			NA	61	67	N	62	61	N	41	N	49	N			
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	100	Y	100	Y	46	N	50	N	87	86	N			NA	49	54	N	49	50	N	52	N	58	N			
SH WAGE ERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA			
ENTS WITH ILITIES	100	Y	100	Y	39	N	44	N			NA			NA	63	61	N	51	56	N	52	N	51	N			

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua ALACHUA ELEMENTARY SCHOOL 0161													
Number of students enrolled in the grades tested: Click here to see the number of students in each grade level.										Read: 424 Math: 424		2006-2007 School Grade ¹ : 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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
	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 ³ 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	2007	Y/N	2007	Y/N			
4	100	Y	100	Y	64	Y	64	Y	82	92	Y			NA	47	37	NA	43	36	NA	64	NA	69	NA			
E	100	Y	100	Y	74	Y	74	Y	90	91	Y			NA	34	28	NA	29	26	NA	73	NA	76	NA			
	100	Y	100	Y	39	N	38	N		92	Y			NA	71	60	Y	72	62	Y	38	NA	52	N			

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	68%	80%	43%	257	Writing and Science: 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.
% of Students Making Learning Gains	64%	65%			129	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?	53% (YES)	72% (YES)			125	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					511	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Alachua School District ALACHUA ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	

% Meeting High Standards (FCAT Level 3 and Above)	69%	68%	82%	48%	267	Writing and Science: 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.
% of Students Making Learning Gains	70%	70%			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?	61% (YES)	70% (YES)			131	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					538	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District ALACHUA ELEMENTARY SCHOOL 2005-2006					
	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	61%	75%	201	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

% of Students Making Learning Gains	55%	65%		120	<p>3 ways to make gains:</p> <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?	55% (YES)			55	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				376	
Percent Tested = 100%					Percent of eligible students tested
School Grade				C	Grade based on total points, adequate progress, and % of students tested