

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

**School Name: W. A. METCALFE
ELEMENTARY SCHOOL**

District Name: Alachua

Principal: Felecia Moss

SAC Chair: Lawson Brown, Jr.

Superintendent: W. Daniel Boyd, Ed.D.

**Date of School Board Approval: Pending
Board Approval**



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

The faculty, staff, parents and community are committed to the ideal that the educational process should develop in each individual, the wisdom, skills, knowledge, habits, and attitudes necessary for productive living. By the use of these processes the students that attend our school will be able to shape both themselves and society towards more noble and productive ends. Our faculty and staff are committed to the highest ideals of schooling through rigor, relevance and relationships.

SCHOOL PROFILE DEMOGRAPHICS

W.A. Metcalfe Elementary School has 416 students including 21 in our PK-ESE. There are 103 students in the Headstart cluster, 23 students in special district ESE programs and 269 students in the regular K-5 population. The racial/ethnic backgrounds are: < 1% Asian, 78%

Black, 4% Hispanic, 6% Multiracial, and 12% White. The economically disadvantaged population is 87.9% and our population being served by ESE is 25.2% (excluding gifted). Metcalfe is a Title I school. 59% of students are reading at or above grade level. 59% of students made a year's worth of progress in reading. 67% of struggling students made a year's worth of progress in reading. 64% of students are at or above grade level in math. 66% of students made a year's worth of progress in math. 77% of struggling students made a year's worth of progress in math.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

Metcalfe Elementary is matched with Duval Elementary in the Alachua County district. Duval Elementary earned a grade of A. Its free/reduced lunch rate is 86% and its minority population is 98%.
Principal-Dr. Leanetta McNealy

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Felecia Moss, Principal
BA Elementary Education
M Ed. Reading and Literacy

Ed. S. Education Leadership

6 years as an elementary teacher in schools highly populated with students from low SES backgrounds.

6 years at the community college teaching reading and coordinating remedial education advisement

4 years at high school as assistant principal with 2 years focusing on curriculum

3 years as high school principal

Beginning 4th year as principal at Metcalfe Elementary

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

The Principal has appealed to the district to provide incentives to attract highly qualified teachers.

Job fairs; ongoing recruitment efforts year round

Provide ongoing professional development and support

Mentoring Program

No Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Metcalfe Elementary is pleased to serve as a HeadStart cluster site in ALachua County. We work closely with HeadStart as well as Vountary PreK to provide early childhood learning opportunities to the community. As a Title I school we have funds to add additional support personnel in many of our classes as well as provide parent involvement activities. We offer a "Saturday School" using these funds. IDEA funding is used to provide support personnel for students served by our Exceptional Student Education program. Ongoing training is provided by the district in Response to Interventions (RtI). Metcalfe is participant in the Lastinger

Center in the College of Education at the University of Florida. Training and support in learning communities, data gathering and analysis, planning instruction, and school culture is provided through this organization in the form of a "professor in residence", inquiry, Lastinger Institutes, and onsite support from the college. We are part of a Title II grant in working with teacher to become leaders in technology training at the school site. We have two professors from the counselor education department at UF that provides on campus counseling for students. Plus, we work in collaboration with Meridian Mental Health Counseling to provide family counseling and referrals to outside agencies. We have a full time nurse on campus from our County Health Department. One neighborhood church has "adopted" Metcalfe and provides donations and mentors. The Educational Alliance , a community group of retired educators, serve as mentors at our school as well as make donations.

School Wide Improvement Model

Note: Required for Title I

Metcalfe administration and faculty will continue to follow the Florida Continuous Improvement Model (FCIM). Initial training for the leadership was provided by the state. Faculty and staff training is provided by the team on an ongoing basis. The model consists of: Formulation of a plan, disaggregation of data, use of an instructional time line, development and use of instructional focus calendar, concentration and collaboration on teaching benchmarks, frequent assessments, tutorial and enrichment periods, maintenance, monitoring, professional study groups and powerful instruction. The curriculum also consist of a variety of research based programs including the Harcourt reading, math and science basals. Reading and math instruction is supplemented with, Great Leaps Reading and Math, FCAT Explorer, Waterford Early Reading, Classworks, Scholastic Reading Counts, Stars and Cars, and Calendar Math. Kaleidoscope and Language for Learners as well as Early Interventions in reading (EIR) is used as an intervention based on needs of our students. Metcalfe is a Reading First School participant. District assessments will be given 4 times per year as a part our ON TRACK monitoring system.

NCLB Public School Choice

Note: Required for Title I

A letter explaining Metcalfe's school grade and Adequate Yearly Progress was mailed to parents of all enrolled students along with a question and answer sheet so that they would understand the process for determining AYP, the strategies that will be implemented at the school and the support that will be provided by the district and the state in order to increase student achievement. Letters containing information on school choice and Supplemental Education Services were also mailed. These letters were translated to languages spoken by families.

The school will send out monthly newsletters via mail to parents. In addition, the district "PHONE LINK" system will be utilized to share important information with parents. We provide translation into Spanish by bilingual teachers as needed.

Weekly newsletters are sent to parents at each grade level. The newsletters contain calendar information as well as academic information. Spelling words, information on current reading skill instruction, FCAT practice tips are all included.

Monthly newsletters are mailed to all parents with pertinent district, school and classroom information.

Parent teacher conferences will be held every nine weeks during scheduled teacher workdays as set by the district. Night conferences may be arranged to accommodate working parents.

Child study teams and EPT's will be scheduled as needed.

Progress reports will be sent out every 4 1/2 weeks and report cards each nine weeks.

AIP conferences will be held on a regular basis based on dates set by the district. Translation into Spanish is provided as needed.

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

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

Pre-School Transition

Note: Required for Title I

There is ongoing collaboration with HeadStart and VPK as well as our ESE Pre K programs.

We serve as a cluster site for HeadStart/VPK and center school for ESE Pre K. We work with parents, school and district personnel to aid in transition from these programs to elementary school programs.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

The Alachua County Teacher Induction Program is implemented for beginning teachers, providing a school-based teacher mentor to the new teacher and a district seminar leader who acts as a mentor to a group of beginning teachers. The school's Reading Facilitator meets with all teachers every month to provide information and support. She also provides in the classroom coaching for all teachers of Reading in the school. Release days are used for teacher training, peer observation (the Principal will conduct weekly classroom walk throughs), coaching and mentoring. New teachers to Metcalfe will be provided professional development, a peer buddy, orientation, professional study groups and ongoing collaboration opportunities.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

An extended day tutoring program "Boot Camp" is provided after school 2-3 days each week. Students are invited based on their demonstrated need. Previous FCAT results, data from PMRN, reading diagnostic test results are all used to contact specific students which are invited to tutoring as well as what type of tutoring is provided. Learning labs (emporiums) will be set up and utilized with the support of a resource teacher. Metcalfe has made a request to the board and applied for a waiver to extend the school day by 1/2 hour.

Classworks, Great Leaps Reading and Math centers, Reading Counts and Star Math, Summer School, Reading Camps, FCAT strategies, and specific SSS content are all part of the

tutoring program.

This year the focus for the tutoring program is on students not scoring 3 or higher and students in the lowest 25%. SES are provided as additional tutoring for those students that qualify.

SCHOOLS GRADED C OR BELOW

Professional Development

Metcalfe Elementary works with the Lastinger Center for Learning at the College of Education at the University of Florida. School leaders participate in a summer institute and the entire school participates in a week long institute that focuses on current research on best practices, belief systems and questions to co-construct the learning communities understanding of school culture and the changes needed to equitably educate all students. Metcalfe also works with the center continuously in conducting Instructional Practices Inventories (IPI) and working within professional learning communities to examine and plan for engaged learning for all students. Book study groups are ongoing throughout the year. Coaches are provided in reading and math as well as a behavioral support specialist to coach teachers in pedagogy that supports the responsive classroom model. Writing consultants will work throughout the year with all teachers.

Disaggregated Data

Learning communities meet 3 times per month to collaboratively examine student work and assessments. Teachers are led in activities after each assessment to disaggregate and chart tested skills/benchmarks. They identify students who have not mastered skills and create schedules and plans between teachers to remediate or reteach. Resource teachers at grades 3-5 are used in that process as well as classroom centers and the computer lab. Enrichment periods are provided for students who master skills. Teachers across grade levels meet every nine weeks to refine and plan alternative teaching strategies. Teachers receive feedback from administrator as well as monitoring/leadership team. Schoolwide practice tests are posted, logged and reviewed as they are given. Students are given feedback and write personal goals for achievement.

Informal and Formal Assessments

Mini assessments generated by FCAT TestMaker as well as DIBELS, Harcourt Trophies assessments, SRI are used for reading. Focus skills checks are done weekly.

Mini assessments generated by FCAT TestMaker as well as Harcourt Math assessments, STAR math are used for math. Everyday Counts/Calendar Math is used daily in all classrooms.

Frequent writing prompts are conducted in writing.

Alternative Instructional Delivery Methods

Reading and math resource teachers are used for small group remediation, intensive work with individual students, and enrichment. Centers are also incorporated into the classroom. SES tutoring is provided as well as school sponsored tutoring referred to as BOOT CAMPS.

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:	Goal statement: AYP 65% 59% of students in grade 3, 4 and 5 scored at level 3 or above on the 2008 FCAT Reading. 59% of students made learning gains. 67% of the lower 25% made learning gains. All subgroups met AYP targets. There was a definite increase overall in reading proficiency (up 18%) from last year.
*Objective:	The number of students scoring 3 or higher on the FCAT reading will increase by 10% or the subgroups (students with disabilities, economically disadvantaged, and black students) will show at least a 10% decrease of students scoring level 1 and level 2. OR the number of students reading at or above grade level is 65% or higher.
*Strategies:	1. Frequent assessment using FCAT testmaker, DIBELS, weekly fluency checks and running records 2. Disaggregate and analyze results of FCAT data for instructional planning 3. Implementation of district adopted text (McMillian Treasures); implement in grade 3 and support program (Kaleidoscope Language for Thinkers) & Language for Learning, Power Reading, Early Intervention in Reading 4. Use Child Study teams to provide ongoing analysis of progress. 5. Promote independent reading for pleasure through the Reading Counts in all classrooms, media center and computer lab. 6. Sunshine State Readers grades 3-5. 7. Use a district funded reading coach. 8. Provide an after-school tutoring program pending funding. 9. Use FCAT Explorer, for appropriate grade levels, weekly in computer lab 10. Flexible Grouping reading 11. Intervention program in grades 2-3 (SpellRead) 12. There will be a tutor provided, under the instruction of a highly qualified teacher to provide K and 1 students with Waterford Computer lab program. 13. Provide summer reading camps if funds are available. 14. Use additional teachers to decrease class size and provide supplementary support during reading 15. Use educational support personnel to provide support during reading 16. Provide before and after school media center time for parents to check out books with children. 17. Set school-wide times for all adults and students to read. "PAWS" for reading. 18. Continue PALS and Earobics 19. Implement Vertical team planning/curriculum committees 20. Daily school-wide Brain Gym activities to increase focus, comprehension and retention 21. Inclusion model used in some classes 22. Building literacy through compelling content (i.e. Emporiums) 23. YMCA Reads Program for 1st and 2nd grades 24. SRA Reading Lab (kits) 25. Black Stallion Reading Program grades 1 & 4. 26. Reading First 27. Use of OnCourse Planning Software 28. Use running records to chart/monitor reading fluency/use of district and community

	volunteers and classroom educational support personnel.
*Evaluation:	The percentage of students in grades 3-5 scoring in level 3 or above on the FCAT in 2008-2009 will be compared with the same data from 2007-2008. FCAT data will be analyzed by AYP subgroup. The students with an increase in achievement level and the students making an annual learning gain within level 1 and level 2 will be determined. FCIM Ongoing assessments will be done to monitor progress throughout the year-DIBELS, Trophies end of selection tests and theme tests, FCAT practice test generated by FCAT TestMaker and district (baseline assessment 9/3, and 12/15; Formative 1 10/20 and Formative 2 1/19; Final baseline, SRU, Peabody Picture Vocabulary Test (PPVT)grades 1-3.
*Evidence-based Program(s):	McMillian Treasures; Just Read, Florida (K-12 Comprehensive Reading Plan); Reading First, SpellRead Program
*Professional Development:	1. Provide ongoing training for McMillian Treasures; Language for Thinking, Early Interventions in Reading 2. Provide update training for Reading Counts 3. Provide local training for teachers led by the Reading Facilitator and other District staff 4. Reading First Reading Academy 5. Provide training for OnCourse software program 6. Schoolwide Brain Gym Training using professional facilitator 7. Ongoing Brain Gym facilitation through GMM and through infusion of strategies through regularly scheduled meetings 8. Running Records/Recording Oral reading fluency

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Spell Read Program	FL DOE	\$24,600.00
		Total: \$24,600.00
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
Reading First Academy	Reading First Grant	\$0.00
McMillian Reading Series Inservice	District	\$0.00
Early Interventions in Reading (EIR) Training	District	\$0.00

Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount
Paraprofessional classroom support	Title I	\$135,843.08

Total: \$135,843.08

Final Total: \$160,443.08

***Non-Highly Qualified Instructors:**

All kindergarten through fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of reading under NCLB guidelines.

Goal: Mathematics

***Note: Required for Title I**

Scroll down for school data

<p>*Needs Assessment:</p>	<p>Goal Statement: AYP 68% 64% of students in grade 3, 4 and 5 scored at level 3 or above on the 2008 FCAT Math. 66% of students made learning gains. 77% of the lower 25% made learning gains. All subgroups met AYP targets. There was increased proficiency overall in math(up 29%) from last year.</p>
<p>*Objective:</p>	<p>The number of students scoring level 3 and above will increase by 10% or students in subgroups (economically disadvantaged, students with disabilities, and black students) will show 10% decrease in level 1 and level 2 OR the number of students scoring 3 or higher will be at least 68%.</p>
<p>*Strategies:</p>	<p>1. Continue to implement FCIM. 2. Use Child Study teams to provide ongoing analysis of progress 3. Use of Star Math 4. Flexible grouping 6. Non-graded classrooms 7. Provide regular FCAT practice in grades 1-5 8. Use FCAT Explorer for appropriate grades 9. Provide an after-school tutoring program pending funding (Boot Camp) 10. Use of Larry Bell's UNRAAVEL strategies 11. Review Harcourt Math test results and plan appropriate strategies for re-teaching 12. Use of math emporiums 13. Vertical team planning 14. Ongoing team planning 15. Implement Math Technology use by teachers and students using the new Harcourt Math Program 16. Implement use of Strand Attack (3-5)/Calendar Math 17. GEMS training and resources 18. Use of OnCourse Planning Software</p>
<p>*Evaluation:</p>	<p>The FCAT gains will be analyzed by disaggregating data. Also, the FCAT gains will be analyzed by disaggregating data of AYP subgroups in math. The students with an increase in achievement levels and the students making an annual learning gain within level 1 and 2 will be determined. FCIM Ongoing assessments will be administered throughout the year to monitor progress--Weekly focus skill checks using FLAchieves website, FCAT practice tests form Fast Track to FCAT, Chapter and unit test, Monthly FCAT practice tests generated by FCAT TestMaker and provided by district (baseline assessment 9/3 and 12/15; formative 1 10/20 and formative 2 1/19; final baseline , STAR math in computer lab</p>
<p>*Evidence-based Program(s):</p>	<p>Harcourt Math, Larry Bell's UNRAAVEL strategies</p>
<p>*Professional Development:</p>	<p>1. Provide training in using manipulatives in math instruction 2. Provide additional training in the technology component of the new Harcourt Math Series 3. School based in-service to address the needs of all NCLB sub groups 4. GEMS Training 5. Calendar Math 6. Strand Attack 7. OnCourse Planning Software 8. Making AYP in Math--Engaging African American Students in Math</p>

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	
Harcourt Training	District	\$0.00	
Making AYP in Math-- Engaging African- Americans in Math	District	\$0.00	
			Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount
Extended Learning Opportunities (Saturday School)	Title I	\$4,971.35
Resource teacher	Title I	\$30,000.00
		Total: \$34,971.35
		Final Total: \$34,971.35

***Non-Highly Qualified Instructors:** All kindergarten through fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of mathematics under NCLB guidelines.

*End of **Mathematics** Goal*

Goal: Writing

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

***Needs Assessment:** Goal Statement: 90% at 3.0 or growth of 1% from 07-08.
 84% of 4th grade students met high standards on 2008 Florida writes.
 This was an increase of 46% above the proficiency from last year.

***Objective:** Writing proficiency will increase by at least 1%. Students in subgroups (economically disadvantaged, students with disabilities, black students) will make AYP in writing OR 90% of students will score 3.0 or higher.

***Strategies:** 1. Disaggregate data and analyze results of the FCAT writing assessment 2. Integrate writing instruction with reading through Trophies. 3. Schedule practice writing prompts every nine weeks in

	grades 1-5 4. Exemplary writing work will be displayed in some way in classrooms and public areas 5. Continued school wide implementation of writing program (Writers in Control)
*Evaluation:	Student progress will be measured using school, district and state wide assessment tests and vertical team planning. FCIM Baseline assessment 9/3 and 12/15 and final baseline.
*Evidence-based Program(s):	McMillian Treasures Professional Development for Achievement, Inc. (Writers in Control)
*Professional Development:	1. School based in-service to address the need of all NCLB sub groups. 2. Provide on-going training for integrating writing with the Treasures Reading series 3. Writing workshops/Consultants from Professional Development for Achievement, Inc. (Writers in Control)

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	

Professional Development Associates (Writers in Control)	Title I	\$0.00	
Rubric and Scoring Inservice	Title I/District	\$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 Writing Goal

Goal: Science

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

***Needs Assessment:** Students successfully compete at the highest levels nationally and internationally and are prepared to make well-reasoned , thoughtful and health lifelong decisions. 14% of students scored 3 or higher on FCAT science. This was up from 11% in 2007. We continue to plan for additional ways to integrate more relevant science curriculum into our school day.

***Objective:** To increase the development of scientific knowledge, skills and

	attitudes as well as increase number of students scoring at above the district scale score by 10%.
*Strategies:	Disaggregate data and analyze results; plan and implement content area reading instruction that foster greater comprehension of content area/information text; align instruction with state standards; use of science Emporium concept: GEMS Training, CRISS Strategies trainings and implementation; use of school wide thematic units; developed by curriculum team and resources; extend school day to allow more time for science as money becomes available (pending district approval/support)/ Use of leveled reading from district adopted series.
*Evaluation:	Student progress will be monitored using school, district and state assessment.
*Evidence-based Program(s):	Scott Foresman district adopted text; Kathy Robinson science curriculum
*Professional Development:	In-service for teachers on content area reading strategies

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
Science learning lab	School Recognition Money	\$0.00
		\$0.00
		Total: \$0.00

Final Total: \$0.00

***Non-Highly Qualified Instructors:**

All teachers are certified in elementary education

End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

<p>*Needs Assessment:</p>	<p>Communities, school boards, and school provide opportunities for involving parents and guardians as active partners in achieving school improvement and education accountability.</p>
<p>*Objective:</p>	<p>1. Monthly meetings that are of high interest will be presented in order to provide information to parents and community members, as well as to increase parent involvement. 2. Off campus educational experiences planned and implemented so that parents can attend 3. Each semester each classroom will present an educational presentation during the day 4. Each grade level will collaborate with specials teachers to present at least one major presentation per year during the school day and in the evening hours so that parents and community members can attend. 5. District Home School Liaison if funding is available. 6. Mail a monthly newsletter to parents 7. Use teacher looping to provide consistency with students and parents</p>
<p>*Strategies:</p>	<p>Purchase goods and services stemming from scientifically based research August Back to school beautification lunch School supplies giveaway prior to school opening Meet the teacher Grade/Classroom newsletter First Day of School breakfast "Boo Hoo" Breakfast (for kindergarten) parents Resource Information provided to parents Monthly Reading Log September Open House Grade/Classroom newsletter Homework Help for Parents Ice Cream night Grade level/Classroom newsletters Monthly Reading Log October Fall Festival/Fun day SFCC representative for parents K-2 Teachers present curriculum with emphasis on reading and math Grade level presentation Metcalfe Family Night (dinner & presentation) Grade level/classroom news letter Monthly Reading Log November "No TV Night" encourage parents to do alternative activities 3rd -5th grade curriculum presentation with emphasis on reading, writing, math, science Grade level presentation Grade level/classroom newsletters Monthly Reading Log Metcalfe Family Night (dinner & presentation) December Board Game & Cookie Night SFCC representative for parents Grade level performance Monthly Reading Log Grade level/Classroom Newsletters Winter Holiday Toy Drive January Grade level/Classroom Newsletters College Night/Financial Aide Have Lunch with your child FCAT forum Stress reduction seminar Homework Help for Parents Monthly Reading Log February Money Management (Credit) Valentine's Day Breakfast Grade Level/Classroom newsletters Grade level presentation Monthly Reading Log March Money Management Budgeting) FCAT Breakfast Grade Level/Classroom newsletters FCAT is over social Monthly Reading Log April Money Management (Home Ownership) Spring Carnival Grade Level/Classroom newsletters Grade level performance Monthly Reading Log May Grade Level/Classroom newsletters End of the school year social Grade level performances/Title I/SAC Public Input Meeting Kindergarten & 5th Grade Graduation Awards Ceremony/Celebration Monthly Reading Log ***Partnership for Strong families has agreed to come in and provide presentations and information but I do not know how often and/or what months</p>
<p>*Evaluation:</p>	<p>Survey parents and teachers in Fall 2007 and Spring 2008 and compare survey results; parents complete "Parent Report Card".</p>
<p>*Evidence-based Program(s):</p>	<p>Programs chosen from district compiled scientific based research link</p>

***Professional Development:**

Programs chosen from district compiled list of scientific based research available to schools.

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	

Other

Description of Resources	Funding Source	Available Amount	
Parent Involvement Activities	Title I	\$3,910.55	
			Total: \$3,910.55

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:	<p>***Return on investment form 2006-2007 data Based on the return on investment measure, Metcalfe is in the lower third of all elementary schools in the state. Metcalfe is in the upper third of all elementary schools in the state on money spent per student. ROI--Percentile Rank 0 ROI--Percent of the Highest ROI Value 22% Percent of students with learning gains Math-37% Reading-42% School Grade F Total Program Cost per WFTE \$10, 354</p>
Objective:	Our school's ROI percentile ranking will increase.
Strategies:	<p>Strategies to improve annual learning gains: --use student data analysis and 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 students academic improvement -- Continue to provide high quality teacher professional development and monitor its implementation Strategies to lower the cost per weighted full time equivalent (FTE) student: --reallocated school resources to better implement teaching, learning, and class-size mandates --purchase evidence-based materials and use them effectively --increase participation in programs provided by the Department of Education, such as FCAT Explorer and FL Achieves --</p>

	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.
Evidence-based Program(s):	
Professional Development:	
<i>End of Return on Investment Goal</i>	

ADDITIONAL GOALS

Additional Goal: School safety and discipline strategies			
Needs Assessment:	On 2007-2008 Parent Climate Survey, an average of 24% of parents indicated that they don't know, disagree, strongly disagree to survey questions. There is a need to build partnerships with parents especially in the areas of safety and discipline.		
Objective:	Implement programs of positive behavioral support, character education and community building cultural responsive classrooms. Provide ongoing support and training in classroom management. Maintain a safe and nurturing learning environment.		
Strategies:	Time To Teach/SMARTR Model Additional counseling services as funds are available. It All Matters Classrooms (I AM ACADEMY) (in school suspension classroom) Teacher training on culturally responsive classrooms and I am Academy Effective Teacher series of videos by Harry K. Wong Brain Gym for impulse control and good choices Use of community resources for mentors, volunteers and programs. Support individual and schoolwide groups that work on character building and decision making Continue "Career Day" coordinated by counselor Use student services specialist to meet with parents before and after school as well as make home visits		
Evaluation:	Weekly team meetings School Climate Survey Monthly referral comparisons to 07-08 school year (decrease in discipline referrals)		
Evidence-based Program(s):	Culturally Responsive Classrooms, Responsive Classrooms (Northeast Foundation for Children), The Six Pillars of Character (Josephson Institute of Ethics) Character Builder Program/Character Counts Program Time To Teach (SMARTR Model) Center for Teaching Effectiveness Mattering Research UF/Counselor Education The Effective Teacher		
Professional Development:	PRESTIGE Program for young men, Culturally Responsive Classrooms, Character Counts, Positive Behavior Support, Time To Teach Training		
Budget:			
Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	

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
Funding for before and after school time student services specialist	Lottery	\$9,000.00
Funding for I AM Academy (in school detention) monitor	Title I	\$7,000.00

Total: \$16,000.00

Final Total: \$16,000.00

End of *School safety and discipline strategies* Goal

Additional Goal: Health and fitness

Needs Assessment:	Students will develop healthy living habits which will lead to improved physical fitness and health
Objective:	The Physical Education teacher will collaborate with the faculty, staff, PTA and SAC to implement strategies and activities that will help students develop healthy living habits. P. E. teacher will provide continuous physical assessment and provide fitness information to parents periodically participate in March of Dimes (Walk Mania) and The American Heart Association (Jump Rope for Heart) and Our Own Games, Health Fair, Personal Fitness Plans (increase school time) and the Morning Mile Club.
Strategies:	Increase participation in P. E. classes through the scheduling process Implement healthy living strategies through homeroom, P.E. and classroom instruction
Evaluation:	
Evidence-based Program(s):	District Wellness Policy State Statute
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
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End of Health and fitness Goal

Additional Goal:

Needs Assessment:

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 Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Spell Read Program	FL DOE	\$24,600.00
			Total: \$24,600.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading First Academy	Reading First Grant	\$0.00
Reading	McMillian Reading Series Inservice	District	\$0.00
Reading	Early Interventions in Reading (EIR) Training	District	\$0.00

Mathematics	Harcourt Training	District	\$0.00
Mathematics	Making AYP in Math-- Engaging African- Americans in Math	District	\$0.00
Writing	Professional Development Associates (Writers in Control)	Title I	\$0.00
Writing	Rubric and Scoring Inservice	Title I/District	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Paraprofessional classroom support	Title I	\$135,843.08
Mathematics	Extended Learning Opportunities (Saturday School)	Title I	\$4,971.35
Mathematics	Resource teacher	Title I	\$30,000.00
Science	Science learning lab	School Recognition Money	\$0.00
Science			\$0.00

Parental Involvement	Parent Involvement Activities	Title I	\$3,910.55
School safety and discipline strategies	Funding for before and after school time student services specialist	Lottery	\$9,000.00
School safety and discipline strategies	Funding for I AM Academy (in school detention) monitor	Title I	\$7,000.00
			Total: \$190,724.98
			Final Total: \$215,324.98

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 Metcalfe School Advisory Council is composed of 8 members. Parents, teachers, community members and career service staff are all represented on the SAC. We meet monthly to discuss school needs and to monitor the implementation of the School Improvement Plan. The SAC also oversees the development of the new SIP, and approves the final plan. The SAC receives suggestions and requests for the expenditure of Lottery and AP funds, and makes decisions on how those funds are spent.

SAC Members

Members
1) Felecia Moss, Principal
2) Rachel Greene, Teacher
3) Wanda Lloyd, Teacher
4) Jill Wagstaff, Parent
5) Ayanna Archer, Parent
6) Dorene Ross, Community Member
7) Cheryl Williams, Community Member
8) Nathaniel Jones, School Support Personnel

IMPLEMENTATION EVALUATION

Ongoing evaluation will be monitored through the FCIM model, DIBELS (Reading) and STARS in math. Students will be given district assessments 4 times per year as a part of our ON TRACK monitoring system.

Reading: 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 10%.

AND

Sixty-five percent (65%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Reading assessment OR that subgroup will show a 10% decrease in the

number of students scoring Level 1 and Level 2 on the FCAT Reading assessment.

Math: Sixty-eight 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 Mathematics assessment will increase by 10%.

AND

Sixty-eight 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 10% decrease in the number of students scoring Level 1 and Level 2 on the FCAT Mathematics assessment.

Writing: Ninety percent (90%) of the total school population will score Level 3.5 or above on the FCAT Writing assessment OR the number of students in the total population scoring Level 3.5 or above on FCAT Writing will increase by 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 1%.

Our FCIM monitoring uses the district On Track monitoring system. Assessment dates:

Baseline 9/3/08

Formative 1 10/20/08

Baseline 12/15/08

Formative 2 1/19/09

Final assessment 5/09

Weekly focus skills are checked each week using the district adopted reading basal series and the FLAchieves website.

REPORTING

No Attached Baseline Data Report

No Attached Mid-Year Report

No Attached School In Restructuring End Of Year Report

AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua W. A. METCALFE ELEMENTARY SCHOOL 0101												
Number of students enrolled in the grades tested: Click here to see the number of students in each														Read: 128 Math: 128		2007-2008 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?		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			
	100	Y	99	Y	50	N	55	N	56	85	Y			NA	67	50	Y	74	45	Y	59	NA	61			
		NA		NA		NA		NA						NA			NA			NA		NA				
	100	Y	99	Y	49	N	55	N						NA	69	51	Y	76	45	Y	58	NA	60			
C		NA		NA		NA		NA						NA			NA			NA		NA				
		NA		NA		NA		NA						NA			NA			NA		NA				
AN		NA		NA		NA		NA						NA			NA			NA		NA				
ICALLY ANTAGED	100	Y	99	Y	50	N	54	N						NA	67	50	Y	73	46	Y	57	NA	61			
GE RS		NA		NA		NA		NA						NA			NA			NA		NA				
TS WITH ITIES	100	Y	100	Y	30	N	35	N						NA	84	70	Y	93	65	Y	49	NA	37			

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua W. A. METCALFE ELEMENTARY SCHOOL 0101												
Number of students enrolled in the grades tested: Click here to see the number of students in each														Read: 163 Math: 163		2006-2007 School Grade ¹ : F		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?		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			
	97	Y	96	Y	33	N	26	N	80	56	N			NA	67	71	NA	65	74	NA	38	NA	36			
		NA		NA		NA		NA						NA			50			NA		NA				

	98	Y	96	Y	31	N	24	N	82	63	N			NA	66	72	NA	70	76	NA	37	NA	34
C		NA		NA		NA		NA			NA			NA			NA	67		NA		NA	
		NA		NA		NA		NA			NA			NA			NA			NA		NA	
AN		NA		NA		NA		NA			NA			NA			NA			NA		NA	
ICALLY ANTAGED	98	Y	97	Y	33	N	27	N	80	56	N			NA	65	71	NA	65	73	NA	36	NA	37
GE RS		NA		NA		NA		NA			NA			NA			NA			NA		NA	
TS WITH ITIES	95	Y	94	N	16	N	7	N			NA			NA	82	85	NA	84	93	NA	27	NA	25

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2													Alachua W. A. METCALFE ELEMENTARY SCHOOL 0101									
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 161 Math: 161		2005-2006 School Grade ¹ : C		Did the School make Adequate Yearly Progress? ⁵					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).									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% 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		
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N		
TOTAL ⁴	99	Y	98	Y	40	N	35	N	85	80	N			NA	53	60	NA	69	65	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		
BLACK	99	Y	98	Y	40	N	30	N	83	82	NA			NA	52	60	NA	72	70	NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	41	N	35	N	84	80	NA			NA	54	59	NA	69	65	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		
STUDENTS WITH DISABILITIES	100	Y	98	Y	20	N	16	N			NA			NA	79	80	NA	79	84	NA		

SCHOOL GRADE DATA

Alachua School District

**W. A. METCALFE ELEMENTARY SCHOOL
2007-2008**

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	64%	84%	54%	261	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	59%	66%			125	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?	67% (YES)	77% (YES)			144	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					530	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

**Alachua School District
W. A. METCALFE ELEMENTARY SCHOOL
2006-2007**

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	35%	88%	11%	175	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	42%	37%			79	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?	47% (NO)	53% (YES)			100	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					354	
Percent Tested = 99%						Percent of eligible students tested
School Grade					F	Grade based on total points, adequate progress, and % of students tested

Alachua School District
W. A. METCALFE ELEMENTARY SCHOOL
2005-2006

	Reading	Math	Writing	Grade	

				Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	44%	68%	163	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	53%	58%		111	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)			61	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				335	
Percent Tested = 98%					Percent of eligible students tested
School Grade				C	Grade based on total points, adequate progress, and % of students tested