

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

**School Name: MARJORIE KINNAN  
RAWLINGS ELEMENTARY SCHOOL**

**District Name: Alachua**

**Principal: Emery Bishop**

**SAC Chair: Karla Hutchinson**

**Superintendent: Dr. Daniel Boyd**

**Date of School 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 parents, teachers, community members, business partners, and other supporters believe that it is the mission of M. K. Rawlings Elementary School to educate children commensurate with their individual needs, interest, and abilities in order to function in a productive manner satisfying to the student and our ever-changing complex society.

## SCHOOL PROFILE DEMOGRAPHICS

Rawlings Elementary is located in Gainesville, Florida. It serves approximately 370 students in grades kindergarten – five. The school demographics are: 92% African American students, 95% qualify for free/reduced lunch, 20% Exceptional Student Education students. Rawlings Elementary zoning lines create a true "Neighborhood school". Students are zoned from the neighborhood that surrounds the campus and five subsidized federal housing projects. Based on federal guidelines, M.K. Rawlings Elementary qualifies as a school wide

Title I project.

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

## QUALITY STAFF

### Highly Qualified Administrators

Note: Required for Title I

M. K. Rawlings Elementary administration meets the requirements for highly qualified set by NCLB standards. Principal, Emery Bishop holds degrees in Exercise and Sport Science and a M.Ed. in Education Leadership. State certifications are: Physical Education 6-12, Physical Education K-8, School Principal, Adaptive Physical Education Endorsement. He has fourteen years of administrative experience in elementary, middle and high school.

Title I: PL 107-110 Sec 1119(a)(3)

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

### Highly Qualified Teachers

All faculty members of the school are in-field and meet the requirements for highly qualified. "District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. Stipends and substitutes are provided for teachers participating at in service training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading endorsement. There are various ranges of teacher experiences on this faculty, ranging from beginning teachers to veterans with up to 35 years of experience. The school has experienced success in achievement prior to school grade designations of gain scores in the areas of reading, writing and mathematics. The school and faculty has used best practices as suggested by the Florida Department of Education and the School Board of Alachua County.

Title I Requirements:

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

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

## Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

All new teachers to Alachua County Public Schools participate in the district's induction program. This includes a schedule of inservice opportunities for participants, a mentor teacher and building level administrator.

The Principal, Curriculum Resource Teacher, Behavioral Resource Teacher, Reading Coach and key faculty members hold a "New Teacher Orientation" exclusively for new teachers to M. K. Rawlings. This training provides support in the areas of: school-based procedures, classroom management, teacher expectations and curriculum instruction, and assessment practices.

The Principal, Curriculum Resource Teacher and Reading Coach meet with teachers on a quarterly basis to review DIBELS, SRI, Theme Test and 4-Sight test results. Following these meetings, requested instruction materials, strategies and/or in service training are acquired to promote reading success for students.

The School Board of Alachua County, M. K. Rawlings Elementary and the University of Florida College of Education will pilot a paid internship program this school year (2008-2009). Students in the college of education will be paid by the school district as they complete their Masters course work while committing to M.K. Rawlings for three years of service. There are currently three students participating in the program. All three are "highly qualified" and certified teachers.

No Attached Staff List

## ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

After-school jogging and gymnastic clubs are held in the spring of the school year.

District provided Third Grade Reading Camp and Exceptional Student Education classes held during the summer for targeted students who are having difficulty meeting state requirements.

21st Century Grant funding provides reading and mathematics tutoring, homework help and enrichment activities after school.

21st Century funds will also provide Rawlings elementary with an extended school year. This half day program will focus on reading through the content areas, mathematics and literacy. This program will be open to all students K- 4. The duration of this program will be through the end of July.

Extended Day Enrichment Program (EDEP) provides after school care, extracurricular activities, and homework help.

Passage Family Church will work with Rawlings families in a family mentoring program that will focus on parent engagement in student academic progress.

KIDS COUNT will work with Rawlings faculty to identify children and families that would benefit from a family oriented afterschool program.

Santa Fe Community College will continue to collaborate on student mentoring programs, tutoring activities and a afterschool reading program.

Leadership Gainesville Alumni Association will provide an interactive lecture series for intermediate level students on goal setting and careers. They will also work with Rawlings to put on a parent fair. Speakers, information, and other activities relating to health, community services, GED and vocational programs, etc... will be focuses of this event.

Black on Black Task Force will provide guest speakers will address the male African American population at Rawlings about influences that impact academic success.

Five Head Start classes will be integrated into school wide activities at Rawlings throughout the year. Head Start teachers and assistants will meet, work and plan with Kindergarten teachers to align programs and curriculum activities.

## School Wide Improvement Model

Note: Required for Title I

Rawlings will implement the Florida Continuous Improvement Model (FCIM) model. Instructional calendars in reading and mathematics will be utilized to continue curriculum alignment with the Florida sunshine state standards. Students requiring remediation in reading and math will receive an additional academic period in their skill deficit area. Instructional materials to be utilized are: Macmillian Treasures basal reading series that has been adopted by the district. Harcourt Math for mathematics skills and Kathy Robinson writing strategies.

## NCLB Public School Choice

Note: Required for Title I

- Communication to parents is via written letters, memorandums, meeting flyers, school newspapers and newsletters. Messages are continually posted on our school marquee at the front entrance to our school.
- In addition to written notification, parents are notified by the School Board of Alachua County's phone home system.

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

## Pre-School Transition

Note: Required for Title I

Five Head Start classes will be integrated into school wide activities at Rawlings throughout the year. Head Start teachers and assistants will meet, work and plan with Kindergarten teachers to align programs and curriculum activities.

## MENTORING AND EXTENDED LEARNING OPPORTUNITIES

### Teacher Mentoring

**Note: Required for Title I**

All new teachers to Alachua County Public Schools participate in the district's induction program and consult with a mentor teacher throughout the school year. The Principal, Curriculum Resource Teacher, Behavioral Resource Teacher, Reading Coach and key faculty members will hold a multi day "New Teacher Orientation" for all teachers new to Rawlings to review school-based procedures, classroom management, teacher expectations and curriculum instruction issues prior to pre-planning. The Principal, Curriculum Resource Teacher and reading coach meets with teachers on a quarterly basis to review DIBELS, SRI, Theme Test and 4-Sight test results. Following these meetings, requested instructional materials, strategies and/or in service training are acquired to promote reading success for students. Rawlings' mentoring program also consists of in-house mentoring with veteran teachers and team leaders working and observing new staff members. Teachers are encouraged to participate in conferences, workshops, and observations with other schools.

No Attached Teacher Mentoring List

### Extended Learning Opportunities

**Note: Required for Title I**

Two computer labs are used to reinforce essential reading and math skills for kindergarten through fifth grade. After-school jogging and gymnastic clubs are held in the spring of the school year. District provided Third Grade Reading Camp and Exceptional Student Education classes held during the summer for targeted students who are having difficulty meeting state requirements. 21st Century Grant funding provides reading and mathematics tutoring, homework help and enrichment activities after school. Transportation is available for those requesting this service. Use Title 1 funding for after-school reading and math tutoring

opportunities for targeted students. Provided funds are available Rawlings elementary school year will be extended into July of 2008. This half day program will focus on reading through the content areas, mathematics and literacy. This program will be open to all students K– 4. Extended Day Enrichment Program (EDEP) provides after school care, extracurricular activities, and homework help.

Title I Requirement:

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

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

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

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

## SCHOOLS GRADED C OR BELOW

### Professional Development

The Principal, Curriculum Resource Teacher and reading coach meets with teachers on a quarterly basis to review DIBELS, SRI, Theme Test and 4-Sight test results. Following these meeting, requested instruction materials, strategies and/or in service training are acquired to promote reading, math, writing and science success for students. Teachers will participate in Kagan reading and math strategies and the use of Rigor & Relevance teaching model and Gold Seal lesson planning.

### Disaggregated Data

#### Informal and Formal Assessments

Kindergarten students are administered the Peabody Picture Vocabulary Test and DIBELS assessment. Students in grades 1-3 are administered the Success For ALL (SFA) reading assessments and DIBELS test four times a year. Students in grades 3 - 5 were assessed using the SRI instrument. Individual students not meeting state and federal standards for reading will continue to receive support services. The 4-Sight (SFA) FCAT assessment was administered four times during the school year. Harcourt Trophies test and end of the year test were also administered. Essentials Skills focus test and mini assessments were administered periodically throughout the year.

### Alternative Instructional Delivery Methods

## SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

## GOALS

### Goal: Reading

\*Note: Required for Title I

Scroll down for school data

<b>* Needs Assessment:</b>	In 2007-2008, all tested groups fell short of state and federal standards for reading on the Florida Comprehensive Assessment Test. All subgroups failed to meet NCLB requirements in reading. The Principal, Curriculum Resource Teacher and Reading Coach meet with teachers on a quarterly basis to discuss student data. Based on the assessment data students may receive remedial reading instruction. Teachers also communicated these results with parents throughout the school year. Kindergarten students were administered the Peabody Picture Vocabulary Test and DIBELS assessment. Students in grades 1-3 the Success For ALL (SFA) reading assessments and DIBELS test four times a year. Students in grades 3 - 5 were assessed using the SRI instrument. Individual students not meeting state and federal standards for reading will continue to receive support services. The 4-Sight (SFA) FCAT assessment was administered four times during the school year. Harcourt Trophies test and end of the year test were also administered. Essentials Skills focus test and mini assessments were administered periodically throughout the year.
<b>* Objective:</b>	The school will meet academic achievement requirements for the federal/state/district defined adequate yearly progress. Title I Requirement: PL 107-110 Sec 1116(b)(3)(A)(v) PL 107-110 Sec 1116(c)(7)(A)(iv) PL 107-110 Sec 1111(b)(2)(G)(iii)
<b>* Strategies:</b>	<ul style="list-style-type: none"><li>• Implement Earobics Literacy Launch software with targeted (struggling readers) primary students.</li><li>• Implement the use of SRA Early Interventions in Reading as a supplemental reading intervention curriculum.</li><li>• Continue implementation of Waterford Reading Program (Grades K-2).</li><li>• Assess students on Reading Sunshine State Standards (Grades 3-5) through the 4-Sight assessment test three times per year.</li><li>• Implement a range of ESE strategies/practices for identified students.</li><li>• Implement use of KAGAN strategies. (Student Engagement).</li><li>• Continue use of QAR strategies with targeted students to extend comprehension strategies.</li><li>• Continue to provide students with a variety of genre materials (novels, poems, historical fiction, magazines, etc.)</li><li>• Continue to teach and assess language skills at all grade levels, using MacMillan Treasures.</li><li>• Continue use of reading intervention software in the classrooms to increase student practice in the area of reading.</li><li>• Provide increased guided practice opportunities with Sunshine State Standards reading to students (Grades 1-5).</li><li>• Continue placing students at their instructional level in reading, monitoring progress, and providing resources at all grade levels.</li><li>• Continue to participate and utilize Reading First reading strategies.</li><li>• Implement inclusion, co-teach, support facilitation, and resource push in, pull out exceptional student model</li><li>• Continue to target and offer incoming third graders additional reading support.</li><li>• Continue</li></ul>

to instruct students in effective test taking strategies. • Continue to provide diagnostic information to teachers to assist students having difficulty meeting promotion requirements. • Continue to develop and implement an Academic Improvement Plan for all students having difficulty meeting reading promotion requirements. • Continue daily 90 minutes school-wide reading block to facilitate flexible organization to ensure students are taught at their instructional level. Continue to schedule 45 minute reading extension time for grades 1-3. • Continue implementation of Florida's Sunshine State Standards in daily reading lesson plans and document strategies on required Instructional Validity forms. • Continue school-wide Accelerated Reader program, Million Minutes of Reading and other programs to increase student's independent reading. • Provide extended school year opportunities for targeted students working below district/state requirements (Grades K-5). • Provide as-needed training for aides to ensure additional effective practice strategies under the direct supervision of the classroom teacher. • Provide training for teachers in the use of assessment results for improving instruction and instructional programs. • Provide information to parents on use of assessment results to improve student learning. • Reading Coach will share DIBELS results with teachers (Grades K-5) at least three times during the school year. Strategies to improve student's growth will be discussed and in service will be made available as needed. DIBELS assessment will be administered to 4th and 5th graders. • Instructional Leaders will meet regularly to discuss needs at various grade levels (materials, in service, coaching, parent workshops, etc.) • All students (Grades K-5) are monitored using MacMillan theme, mid-book, and end of book tests. Test results are shared with the administration and teacher of record. • Fluency checks will be monitored throughout the school year at all grade levels. • Reports from Accelerated Reader, Waterford, and/or other software will be collected, analyzed, and monitored to ensure students are receiving the correct resource to promote reading gains. • Teachers will implement the Rawlings Essential Reading Skills Instructional Calendar. • Students identified as at risk readers will receive a period of directed teacher instruction in reading. • Students identified as at risk readers FCAT level I will be invited to participate in the ESY program. • Implement extending the ESY program through the month of July with a literacy focus. Title I Requirement: PL 107-110 Sec 1116(b)(3)(A)(i) PL 107-110 Sec 1115(c)(1)(C) PL 107-110 Sec 1114(b)(1)(B)(ii) PL 107-110 Sec 1114(b)(1)(I) PL 107-110 Sec 1114(b)(1)(B)(ii)(III) PL 107-110 Sec 1114(b)(1)(B)(iii) "Grade level teams will meet weekly to discuss curriculum and student achievement. Every 9 weeks, these teams meet with the Principal, CRT, Reading Coach and/or reading facilitator to review the major assessment data collected to that point. Test results are collected by the Reading Coach and plotted by class on a matrix. These matrices are shared with the principal, reading coach, and teacher. The reading coach may be asked to assist the teacher in planning supplemental and intervention activities or to help identify appropriate materials for students not mastering reading skills. The Principal meets weekly with the school "administrative team" this includes the curriculum resource teacher (CRT), reading coach, guidance counselor and behavioral resource teacher (BRT). The administrative team uses student achievement data to make placement decisions for students. A regularly scheduled faculty meeting is utilized to share school-wide student

achievement data with the entire faculty. Instructional leaders meet once or twice a month to discuss test scores and student progress. Curriculum data notebooks are maintained for each elementary student and are passed along from one year to the next. These curriculum portfolios provide a record of student progress from one year to the next. The curriculum portfolios provide vertical teams with information needed to better align reading instruction from one grade to the next. End-of-year grade level meetings are held during which teachers discuss concerns about programs and curriculum alignment." All student records and achievement data are reviewed. At risk students are further assessed in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students rescreened for specific strengths and weaknesses. Student placement in instructional groups is based on assessment. All students receive an initial 90-minute block of reading instruction using the district adopted MacMillan Treasure reading series as the comprehensive core reading program. Tier 1 students are assessed regularly with multiple tools. An AIP is prepared for students having difficulty mastering reading skills. Supplemental and intervention materials are used with these students to improve skills. (See instructional charts for information on specific programs used at each school.) At risk students are eligible to participate in tutoring programs during and after the school day. Tier 2 students receive the same reading instruction as described above. In addition, these students receive additional reading instruction using supplemental and intervention programs. In Title I schools, Tier 2 students are identified for Title 1 pull out programs and for additional reading instruction. Diagnostic assessments are given to these students to identify specific areas of need. Tier 2 students are placed in smaller instructional groups with a lower pupil teacher ratio. Weekly assessment and progress monitoring is provided for Tier 2 students. One-on-one tutors are provided for some students as appropriate and available. All tier students have an AIP in reading. The AIP is driven by a diagnostic assessment. All Tier 2 students have a student curriculum portfolio. Tier 2 students will have the opportunity to attend Third Grade Summer Reading Camp. Tier 2 students will receive tutoring in weak areas. Retained students are considered for mid year promotion and are provided a transitional instructional setting. Tier 3 students receive 180 minutes daily of reading instructions, including whole group (45 minutes), small group (75 minutes), and immediate intensive intervention (60 minutes). These students are assigned to a high performing teacher. Instructional groupings are very small (3-4 students). Science and social studies instruction are taught with an emphasis on reading skills. Students receive services from a speech/language pathologist if appropriate. Tier 3 students have the opportunity for mid-year promotion if they master the appropriate standards. Tier 3 students will use computer software to support learning. Tier 3 students will be assessed four times a year using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Tier 3 students are diagnosed using either Diagnostic Assessment of Reading (DAR) or Early Reading Diagnostic Assessment (ERDA). Results of the diagnostic assessment are used to write the required AIP. Each Tier 3 student will have a student curriculum portfolio. All Third grade students receiving a Level 1 FCAT Reading score are eligible to attend the Summer Reading Camp. Many schools with a high student population of low SES students provide expanded summer school programs using Title I funds or 21 Century Learning Community

grants. Most of the elementary schools in our district use an inclusion model for ESE students. In self-contained or pull-out classes, ESE teachers are encouraged to use (and generally do use) the district adopted core programs for reading. Proficient grade level readers also receive a minimum of 90 minutes of explicit reading instruction each day. Teachers use the above level MacMillan Treasure materials. Literature groups and guided reading groups are used with these students'. Reciprocal teaching techniques are taught and used in these reading groups. Students are monitored for progress in reading and re-group as needed for instruction. STAR, Reading Counts, and Accelerated Reader programs are used extensively. Proficient students also study thematic units with novels. Computer-assisted instruction allows students to progress at their own paces. Programs such as Book It and Million Minutes of Reading encourage students to read independently and reward them for their achievements. Some schools also have lunch-time book clubs that encourage students to read independently and discuss their readings. All elementary schools provide at least a 90 minute uninterrupted block of time for reading instruction. Charter schools indicated that they are also following this model for reading instruction. School schedules will be reviewed to assure compliance. MacMillan Treasure is the CCRP for Alachua County Public Schools. Students are instructed in the five components of reading using the CCRP for a portion of the 90-minute reading block. MacMillan Treasures provides reader above and below grade level in addition to the grade level materials. Student groups are flexible. Students are frequently re-grouped for instruction based on assessment data and progress monitoring. Student groups engage in a variety of reading activities during the differentiated instruction. In addition to direct instruction in small groups, students may also engage in shared reading, skills reinforcement, and computer-assisted instruction during this time. Students receive immediate intensive intervention in addition to the 90-minuter reading block. Specific needs are determined through assessments. Immediate intensive intervention for struggling students is delivered in a small group. MacMillan Treasures provides intervention readers. Schools also use a variety of supplemental reading programs to address specific needs of students (see instructional materials charts). Students receive intensive intervention in addition to the 90-minute block of reading instruction. They may be "double-dosed" with a complete supplemental program or work with programs that target specific deficiencies. Instructional grouping is smaller for the intervention. Students receive intensive intervention in small groups or with individual tutoring. Classroom libraries with leveled text are available. Classroom libraries are used for partner reading, guided reading, self-selection for information and pleasure. Schools participate in the accelerated reader program. AR books are leveled; however, students may choose to read any book. Home reading programs encourage students to read independently. Teachers use word walls to reinforce phonics and vocabulary. Reading charts are frequently used. Content area vocabulary is displayed. Word walls are used to sort words for patterns. Students sort by spelling patterns, vowel sound, endings, prefixes, suffixes, rhymes, blends, homophones, compound words, and content area categories. Classrooms have many options for reading stations: computer-assisted instruction, Language Master, Big Books, student dictionaries, and student-created materials. Students interact with reading stations daily. Teachers display word list and phonemic

units to reinforce skills. Sound/Spelling cards are integrated with the curriculum being taught. Accelerated reader books are leveled and available in the school media center for student use. Home reading programs encourage students to self select reading materials. Teachers use appropriate fiction and non-fiction works to support instruction in social studies and science. Harcourt Trophies has leveled books for student reading. Teachers use book clubs and assign book reports to give students authentic reading experiences. Students have access to the media center in each school. Each elementary school uses either Accelerated Reader or Reading Counts. Schools encourage students to chart their accomplishments in AR or RC. Many schools recognize students who make great progress. Books clubs and novel groups encourage students to read independently. Book Buddies groups are used in many schools. Novels are used in supplemental reading instruction as appropriate. Most classrooms have classroom libraries. Students are encouraged to bring in books for a book swap during the year. The content area teachers also use novels in their instruction. Books in Accelerated Reader are grouped by reading level. However, students have access to books at any level. The MacMillan Treasure series has leveled readers for above and below grade level. Teachers determine the appropriate level of text based on DIBELS, the Scholastic Reading Inventory, STAR Reading, and the MacMillan Treasure assessment. The Levels are listed on novel sets. Some media centers group the accelerated reader books by reading level. However, students have access to any book in the media center or classroom library. Classroom libraries are used to provide materials for independent reading and guided reading groups. Students may check out books for reading at home. Book Buddies may use the classroom library as a source of reading materials. Students are often encouraged to bring books for the classroom library or for a book exchange. Many schools use an inclusion model with co-teaching or support facilitation to incorporate ESE students into the regular classroom. All curriculum area teachers teach or assist in the instruction of a reading group, so all elementary teachers are familiar with strategies for teaching reading. Teachers have been and continue to be trained in CRISS strategies. CRISS training provides teachers with strategies to use for literacy in all content areas. Content area teachers emphasize vocabulary from the content areas as well. Listening centers and flexible grouping also provide for the flexibility to adjust instruction as needed. Teachers use leveled text sets to supplement science and social studies instruction. Trade books (both fiction and non-fiction) are used to supplement instruction on specific topics. Audio-tape versions of the core text are used if appropriate with certain students. Buddy reading and discussion groups are effective techniques for addressing student needs. Teachers meet regularly with the Curriculum Resource Teacher (CRT) and/or the reading coach to review student achievement and progress monitoring in reading. Students are re-grouped for instruction as needed. An additional period is assigned for writing in addition to the 90-minute reading block. Students write story predictions, short and extended responses to selected stories, do the Treasure Hunt activities for writing after reading selections, and write alternative endings to stories. Readers' response logs, character analysis and interactive notebooks are used. Students also write book reports, responses to comprehension questions, and reports related to the reading topics.

<p><b>*Evaluation:</b></p>	<p>Students will meet district/state/federal criteria: sixty-five percent (65%) of the total school population will score Level 3 or above on the FCAT Reading Assessment. OR The number of students scoring Level 3 and above on the FCAT Reading assessment will increase by ten percent (10%). AND sixty-five percent (65%) of the students in each identifiable subgroup will score Level 3 or above on FCAT Reading assessment. OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Reading assessment. OR Students will meet locally defined criteria:</p> <ul style="list-style-type: none"> <li>• (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level MacMillan Treasure reading basal mid-year or end of book tests.</li> <li>• (Kindergarten through Grade 3) Seventy-five percent (75%) of students will demonstrate growth in basic reading skills based on pre and post screening using DIBELS assessments.</li> </ul>
<p><b>*Evidence-based Program(s):</b></p>	<ul style="list-style-type: none"> <li>• MacMillan Treasures Reading Series</li> <li>• DIBELS</li> <li>• DAR</li> <li>• Accelerated Reader</li> <li>• Read Naturally</li> <li>• Success For All</li> <li>• Waterford</li> <li>• Classworks</li> <li>• COMPASS</li> <li>• Early Intervention in Reading</li> <li>• Read 180</li> <li>• SRA</li> <li>• Corrective Reading</li> </ul> <p>The core reading program in Alachua County Public Schools for grades K-5 is MacMillan Treasures. The core reading program forms the base for reading instruction in all elementary schools in the district. Charter elementary schools in Alachua County are using either MacMillan Treasure or Open Court. The core reading program forms the backbone of the 90-minute reading instructional time. The choice of supplemental programs varies by school. Individual school profiles will be found in the charts of instructional materials for each school. Supplemental programs used in Alachua County Public Schools include the following: Waterford Early Learning, Road to the Code, Reading Mastery Plus, Accelerated Reader, Saxon Phonics, Wilson Reading, Open Court, and SRA kits. Supplemental materials are used for student remediation in a specific area(s). Appropriate supplemental materials are selected based on assessment and progress monitoring. Supplemental programs are used within and in addition to the 90-minute reading instruction to help student's master skills in which they are efficient. All elementary schools have the Trophies intervention readers as part of the core reading program. Other intervention programs in use throughout the district include Earobics, Corrective Reading, Great Leaps, Kaleidoscope, QAR, STAR Early Literacy, Language for Learning, Read Naturally, REWARDS, and Stars and Cars Comprehension program. Intervention is provided for students who are not making progress in mastering reading skills. Interventions focus on the same skill(s) taught in the core reading program and provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and alphabetic principle. Intervention also includes additional time for 10 reading instruction, smaller group size, and/or individual tutoring. Educational software programs used in Alachua County Public Schools include Compass Learning, Accelerated Reader, Scholastic Reading Inventory, FCAT Explorer, STAR Reading, Riverdeep, Harcourt Phonics Express, Classworks, Waterford Early Learning, Orchard, and READ 180. Software programs are used to supplement and provide additional practice of specific skills. These programs are used in addition to the core reading program and may be part of the supplemental reading program or the intervention program. Schools use literature study groups, accelerated reader programs, classroom libraries, Reading Counts, above-level reading materials from the Harcourt Trophies</p>

	<p>series, and Harcourt Challenge materials. A wide variety of quality literature is available for students at their interest and independent reading level. Programs such as Book It and Million Minutes of Reading help to encourage students to read independently, selecting books of their choice.</p>
<p><b>*Professional Development:</b></p>	<ul style="list-style-type: none"> <li>• Refresher of technology components. (i.e. Read Naturally, Waterford, Classworks, Qwizdom, etc.)</li> <li>• Training will be offered as needed in the components of effective reading instruction (fluency, comprehension, vocabulary, decoding, and phonemic awareness).</li> <li>• Training will be offered in additional tools for reading diagnosis.</li> <li>• Aides will receive training on effective practice strategies to use with students.</li> <li>• School reading committee will continue to monitor teachers needs for in service</li> <li>• Teacher mentoring/coaching activities will follow training sessions to ensure full implementation.</li> </ul> <p>The TSA for Reading and the Director of Project Development explain the role of the coaches to administrators. Time logs are monitored. Any concerns about the use of a coach's time are discussed with the administrator of the school. Principals will explain to their teacher that the reading coach is a full time professional development resource in reading. The coach's job is to help teachers provide more effective reading instruction to students. The reading coach is not an administrator. Any observations, conferences, and reflective feedback between a teacher and the coach are for collaboration only and are not evaluative in nature. The reading coach is not to be used as an additional reading teacher, a substitute teacher, or an additional administrator. The coach will be available to observe, model lessons, provide training for teachers on effective reading instructions, and perform any other aspects of the coach's role. The TSA for Reading will monitor time logs and visit schools to verify that coaches are being used according to the Just Read, Florida! Coaching model. The reading coach is involved in all aspects of planning and implementing reading instruction within the school. Principals will explain the role of the reading coach to their teachers. They will encourage teachers to invite the reading coach into classrooms for observations and model lessons. Principals will encourage teachers to participate in training provided by the coach. Principals will facilitate training by the reading coach during teacher planning periods and regular faculty meetings as well as training provided after school hours. Principals will promote the coach's role as a collaborator and not an evaluator. The second or third day of pre-planning is set aside for school-based meetings. The principals will provide an in service on the K-12 Comprehensive Reading Plan at that time. District staff will prepare a PowerPoint presentation for principals to use during this training. Principals and assistant principal will receive training from district staff prior to the beginning of school. All coaches either have reading certification or the reading endorsement or they are working on the reading endorsement. All coaches are experienced in the use of scientifically based reading materials. District staff will help identify scientifically based reading materials for use by the schools. Principals will facilitate opportunities for coaches to mentor teachers and conduct model lessons. Coaches have all received training on effective reading instruction. All coaches either have reading certification, the reading endorsement, or are working on the reading endorsement. The district Reading Teacher on Special Assignment conducts school visits and collects time logs to monitor coaches' activities within the school. Principals, Assistant Principals, Curriculum Resource Teachers, and teachers receive information about the coach's role at</p>

	<p>monthly curriculum meetings. All schools that have reading coaches either include or will include the reading coach as a member of the Reading Leadership Team or school Literacy Council. (See attached list of Reading Leadership Teams members by school.) Teachers and principals are required to include measurable goals addressing literacy and student achievement in their professional development plans. Teachers and principals will review progress monitoring data and make appropriate adjustments to classroom instruction. Evaluations are directly linked to the measurable goals established on the professional development plan. If goals are not met, the goals and the action steps are revised. Inservice in Rigor and Relevance instructional model.</p>
<p><b>*Objective:</b></p>	<p>Sixty-five percent (65%) of low SES students in will score at/or above the proficiency level of three on the reading portion of the FCAT and/or demonstrate a year's growth in basic reading skills based on Harcourt Trophies criteria or DIBELS assessment.</p>
<p><b>*Strategies:</b></p>	<ul style="list-style-type: none"> <li>• Implement Earobics Literacy Launch software with targeted (struggling readers) primary students.</li> <li>• Implement the use of SRA Early Interventions in Reading as a supplemental reading intervention curriculum.</li> <li>• Continue implementation of Waterford Reading Program (Grades K-2).</li> <li>• Assess students on Reading Sunshine State Standards (Grades 3-5) through the 4-Sight assessment test three times per year.</li> <li>• Implement a range of ESE strategies/practices for identified students.</li> <li>• Implement use of KAGAN strategies. (Student Engagement).</li> <li>• Continue use of QAR strategies with targeted students to extend comprehension strategies.</li> <li>• Continue to provide students with a variety of genre materials (novels, poems, historical fiction, magazines, etc.)</li> <li>• Continue to teach and assess language skills at all grade levels, using MacMillan Treasures.</li> <li>• Continue use of reading intervention software in the classrooms to increase student practice in the area of reading.</li> <li>• Provide increased guided practice opportunities with Sunshine State Standards reading to students (Grades 1-5).</li> <li>• Continue placing students at their instructional level in reading, monitoring progress, and providing resources at all grade levels.</li> <li>• Continue to participate and utilize Reading First reading strategies.</li> <li>• Implement inclusion, co-teach, support facilitation, and resource push in, pull out exceptional student model</li> <li>• Continue to target and offer incoming third graders additional reading support.</li> <li>• Continue to instruct students in effective test taking strategies.</li> <li>• Continue to provide diagnostic information to teachers to assist students having difficulty meeting promotion requirements.</li> <li>• Continue to develop and implement an Academic Improvement Plan for all students having difficulty meeting reading promotion requirements.</li> <li>• Continue daily 90 minutes school-wide reading block to facilitate flexible organization to ensure students are taught at their instructional level. Continue to schedule 45 minute reading extension time for grades 1-3.</li> <li>• Continue implementation of Florida's Sunshine State Standards in daily reading lesson plans and document strategies on required Instructional Validity forms.</li> <li>• Continue school-wide Accelerated Reader program, Million Minutes of Reading and other programs to increase student's independent reading.</li> <li>• Provide extended school year opportunities for targeted students working below district/state requirements (Grades K-5).</li> <li>• Provide as-needed training for aides to ensure additional effective practice strategies under the direct supervision of the classroom teacher.</li> <li>• Provide training for teachers in the use of assessment</li> </ul>

results for improving instruction and instructional programs. • Provide information to parents on use of assessment results to improve student learning. • Reading Coach will share DIBELS results with teachers (Grades K-5) at least three times during the school year. Strategies to improve student's growth will be discussed and in service will be made available as needed. DIBELS assessment will be administered to 4th and 5th graders. • Instructional Leaders will meet regularly to discuss needs at various grade levels (materials, in service, coaching, parent workshops, etc.) • All students (Grades K-5) are monitored using MacMillan theme, mid-book, and end of book tests. Test results are shared with the administration and teacher of record. • Fluency checks will be monitored throughout the school year at all grade levels. • Reports from Accelerated Reader, Waterford, and/or other software will be collected, analyzed, and monitored to ensure students are receiving the correct resource to promote reading gains. • Teachers will implement the Rawlings Essential Reading Skills Instructional Calendar. • Students identified as at risk readers will receive a period of directed teacher instruction in reading. • Students identified as at risk readers FCAT level I will be invited to participate in the ESY program. • Implement extending the ESY program through the month of July with a literacy focus. Title I Requirement: PL 107-110 Sec 1116(b)(3)(A)(i) PL 107-110 Sec 1115(c)(1)(C) PL 107-110 Sec 1114(b)(1)(B)(ii) PL 107-110 Sec 1114(b)(1)(I) PL 107-110 Sec 1114(b)(1)(B)(ii)(III) PL 107-110 Sec 1114(b)(1)(B)(iii) "Grade level teams will meet weekly to discuss curriculum and student achievement. Every 9 weeks, these teams meet with the Principal, CRT, Reading Coach and/or reading facilitator to review the major assessment data collected to that point. Test results are collected by the Reading Coach and plotted by class on a matrix. These matrices are shared with the principal, reading coach, and teacher. The reading coach may be asked to assist the teacher in planning supplemental and intervention activities or to help identify appropriate materials for students not mastering reading skills. The Principal meets weekly with the school "administrative team" this includes the curriculum resource teacher (CRT), reading coach, guidance counselor and behavioral resource teacher (BRT). The administrative team uses student achievement data to make placement decisions for students. A regularly scheduled faculty meeting is utilized to share school-wide student achievement data with the entire faculty. Instructional leaders meet once or twice a month to discuss test scores and student progress. Curriculum data notebooks are maintained for each elementary student and are passed along from one year to the next. These curriculum portfolios provide a record of student progress from one year to the next. The curriculum portfolios provide vertical teams with information needed to better align reading instruction from one grade to the next. End-of-year grade level meetings are held during which teachers discuss concerns about programs and curriculum alignment." All student records and achievement data are reviewed. At risk students are further assessed in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students rescreened for specific strengths and weaknesses. Student placement in instructional groups is based on assessment. All students receive an initial 90-minute block of reading instruction using the district adopted MacMillan Treasure reading series as the comprehensive core reading program. Tier 1 students are assessed regularly with multiple tools. An AIP is prepared for students having

difficulty mastering reading skills. Supplemental and intervention materials are used with these students to improve skills. (See instructional charts for information on specific programs used at each school.) At risk students are eligible to participate in tutoring programs during and after the school day. Tier 2 students receive the same reading instruction as described above. In addition, these students receive additional reading instruction using supplemental and intervention programs. In Title I schools, Tier 2 students are identified for Title 1 pull out programs and for additional reading instruction. Diagnostic assessments are given to these students to identify specific areas of need. Tier 2 students are placed in smaller instructional groups with a lower pupil teacher ratio. Weekly assessment and progress monitoring is provided for Tier 2 students. One-on-one tutors are provided for some students as appropriate and available. All tier students have an AIP in reading. The AIP is driven by a diagnostic assessment. All Tier 2 students have a student curriculum portfolio. Tier 2 students will have the opportunity to attend Third Grade Summer Reading Camp. Tier 2 students will receive tutoring in weak areas. Retained students are considered for mid year promotion and are provided a transitional instructional setting. Tier 3 students receive 180 minutes daily of reading instructions, including whole group (45 minutes), small group (75 minutes), and immediate intensive intervention (60 minutes). These students are assigned to a high performing teacher. Instructional groupings are very small (3-4 students). Science and social studies instruction are taught with an emphasis on reading skills. Students receive services from a speech/language pathologist if appropriate. Tier 3 students have the opportunity for mid-year promotion if they master the appropriate standards. Tier 3 students will use computer software to support learning. Tier 3 students will be assessed four times a year using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Tier 3 students are diagnosed using either Diagnostic Assessment of Reading (DAR) or Early Reading Diagnostic Assessment (ERDA). Results of the diagnostic assessment are used to write the required AIP. Each Tier 3 student will have a student curriculum portfolio. All Third grade students receiving a Level 1 FCAT Reading score are eligible to attend the Summer Reading Camp. Many schools with a high student population of low SES students provide expanded summer school programs using Title I funds or 21 Century Learning Community grants. Most of the elementary schools in our district use an inclusion model for ESE students. In self-contained or pull-out classes, ESE teachers are encouraged to use (and generally do use) the district adopted core programs for reading. Proficient grade level readers also receive a minimum of 90 minutes of explicit reading instruction each day. Teachers use the above level MacMillan Treasure materials. Literature groups and guided reading groups are used with these students'. Reciprocal teaching techniques are taught and used in these reading groups. Students are monitored for progress in reading and re-group as needed for instruction. STAR, Reading Counts, and Accelerated Reader programs are used extensively. Proficient students also study thematic units with novels. Computer-assisted instruction allows students to progress at their own paces. Programs such as Book It and Million Minutes of Reading encourage students to read independently and reward them for their achievements. Some schools also have lunch-time book clubs that encourage students to read independently and discuss their readings. All elementary schools provide at least a 90 minute

uninterrupted block of time for reading instruction. Charter schools indicated that they are also following this model for reading instruction. School schedules will be reviewed to assure compliance. MacMillan Treasure is the CCRP for Alachua County Public Schools. Students are instructed in the five components of reading using the CCRP for a portion of the 90-minute reading block. MacMillan Treasures provides reader above and below grade level in addition to the grade level materials. Student groups are flexible. Students are frequently re-grouped for instruction based on assessment data and progress monitoring. Student groups engage in a variety of reading activities during the differentiated instruction. In addition to direct instruction in small groups, students may also engage in shared reading, skills reinforcement, and computer-assisted instruction during this time. Students receive immediate intensive intervention in addition to the 90-minuter reading block. Specific needs are determined through assessments. Immediate intensive intervention for struggling students is delivered in a small group. MacMillan Treasures provides intervention readers. Schools also use a variety of supplemental reading programs to address specific needs of students (see instructional materials charts). Students receive intensive intervention in addition to the 90-minute block of reading instruction. They may be "double-dosed" with a complete supplemental program or work with programs that target specific deficiencies. Instructional grouping is smaller for the intervention. Students receive intensive intervention in small groups or with individual tutoring. Classroom libraries with leveled text are available. Classroom libraries are used for partner reading, guided reading, self-selection for information and pleasure. Schools participate in the accelerated reader program. AR books are leveled; however, students may choose to read any book. Home reading programs encourage students to read independently. Teachers use word walls to reinforce phonics and vocabulary. Reading charts are frequently used. Content area vocabulary is displayed. Word walls are used to sort words for patterns. Students sort by spelling patterns, vowel sound, endings, prefixes, suffixes, rhymes, blends, homophones, compound words, and content area categories. Classrooms have many options for reading stations: computer-assisted instruction, Language Master, Big Books, student dictionaries, and student-created materials. Students interact with reading stations daily. Teachers display word list and phonemic units to reinforce skills. Sound/Spelling cards are integrated with the curriculum being taught. Accelerated reader books are leveled and available in the school media center for student use. Home reading programs encourage students to self select reading materials. Teachers use appropriate fiction and non-fiction works to support instruction in social studies and science. Harcourt Trophies has leveled books for student reading. Teachers use book clubs and assign book reports to give students authentic reading experiences. Students have access to the media center in each school. Each elementary school uses either Accelerated Reader or Reading Counts. Schools encourage students to chart their accomplishments in AR or RC. Many schools recognize students who make great progress. Books clubs and novel groups encourage students to read independently. Book Buddies groups are used in many schools. Novels are used in supplemental reading instruction as appropriate. Most classrooms have classroom libraries. Students are encouraged to bring in books for a book swap during the year. The content area teachers also use novels in their instruction. Books in Accelerated

	<p>Rader are grouped by reading level. However, students have access to books at any level. The MacMillan Treasure series has leveled readers for above and below grade level. Teachers determine the appropriate level of text based on DIBELS, the Scholastic Reading Inventory, STAR Reading, and the MacMillan Treasure assessment. The Levels are listed on novel sets. Some media centers group the accelerated reader books by reading level. However, students have access to any book in the media center or classroom library. Classroom libraries are used to provide materials for independent reading and guided reading groups. Students may check out books for reading at home. Book Buddies may use the classroom library as a source of reading materials. Students are often encouraged to bring books for the classroom library or for a book exchange. Many schools use an inclusion model with co-teaching or support facilitation to incorporate ESE students into the regular classroom. All curriculum area teachers teach or assist in the instruction of a reading group, so all elementary teachers are familiar with strategies for teaching reading. Teachers have been and continue to be trained in CRISS strategies. CRISS training provides teachers with strategies to use for literacy in all content areas. Content area teachers emphasize vocabulary from the content areas as well. Listening centers and flexible grouping also provide for the flexibility to adjust instruction as needed. Teachers use leveled text sets to supplement science and social studies instruction. Trade books (both fiction and non-fiction) are used to supplement instruction on specific topics. Audio-tape versions of the core text are used if appropriate with certain students. Buddy reading and discussion groups are effective techniques for addressing student needs. Teachers meet regularly with the Curriculum Resource Teacher (CRT) and/or the reading coach to review student achievement and progress monitoring in reading. Students are re-grouped for instruction as needed. An additional period is assigned for writing in addition to the 90-minute reading block. Students write story predictions, short and extended responses to selected stories, do the Treasure Hunt activities for writing after reading selections, and write alternative endings to stories. Readers' response logs, character analysis and interactive notebooks are used. Students also write book reports, responses to comprehension questions, and reports related to the reading topics.</p>
<p><b>* Evaluation:</b></p>	<p>Students will meet district/state/federal criteria: sixty-five percent (65%) of the total school population will score Level 3 or above on the FCAT Reading Assessment. OR The number of students scoring Level 3 and above on the FCAT Reading assessment will increase by ten percent (10%). AND sixty-five percent (65%) of the students in each identifiable subgroup will score Level 3 or above on FCAT Reading assessment. OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Reading assessment. OR Students will meet locally defined criteria:</p> <ul style="list-style-type: none"> <li>• (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level MacMillan Treasure reading basal mid-year or end of book tests.</li> <li>• (Kindergarten through Grade 3) Seventy-five percent (75%) of students will demonstrate growth in basic reading skills based on pre and post screening using DIBELS assessments.</li> </ul>
<p><b>* Evidence-based Program(s):</b></p>	<ul style="list-style-type: none"> <li>• MacMillan Treasures Reading Series</li> <li>• DIBELS</li> <li>• DAR</li> <li>• Accelerated Reader</li> <li>• Read Naturally</li> <li>• Success For All</li> <li>• Waterford</li> <li>• Classworks</li> <li>• COMPASS</li> <li>• Early Intervention in Reading</li> <li>• Read 180</li> <li>• SRA Corrective Reading</li> </ul> <p>The core reading program in Alachua County</p>

	<p>Public Schools for grades K-5 is MacMillan Treasures. The core reading program forms the base for reading instruction in all elementary schools in the district. Charter elementary schools in Alachua County are using either MacMillan Treasure or Open Court. The core reading program forms the backbone of the 90-minute reading instructional time. The choice of supplemental programs varies by school. Individual school profiles will be found in the charts of instructional materials for each school. Supplemental programs used in Alachua County Public Schools include the following: Waterford Early Learning, Road to the Code, Reading Mastery Plus, Accelerated Reader, Saxon Phonics, Wilson Reading, Open Court, and SRA kits. Supplemental materials are used for student remediation in a specific area(s). Appropriate supplemental materials are selected based on assessment and progress monitoring. Supplemental programs are used within and in addition to the 90-minute reading instruction to help student's master skills in which they are efficient. All elementary schools have the Trophies intervention readers as part of the core reading program. Other intervention programs in use throughout the district include Earobics, Corrective Reading, Great Leaps, Kaleidoscope, QAR, STAR Early Literacy, Language for Learning, Read Naturally, REWARDS, and Stars and Cars Comprehension program. Intervention is provided for students who are not making progress in mastering reading skills. Interventions focus on the same skill(s) taught in the core reading program and provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and alphabetic principle. Intervention also includes additional time for 10 reading instruction, smaller group size, and/or individual tutoring. Educational software programs used in Alachua County Public Schools include Compass Learning, Accelerated Reader, Scholastic Reading Inventory, FCAT Explorer, STAR Reading, Riverdeep, Harcourt Phonics Express, Classworks, Waterford Early Learning, Orchard, and READ 180. Software programs are used to supplement and provide additional practice of specific skills. These programs are used in addition to the core reading program and may be part of the supplemental reading program or the intervention program. Schools use literature study groups, accelerated reader programs, classroom libraries, Reading Counts, above-level reading materials from the Harcourt Trophies series, and Harcourt Challenge materials. A wide variety of quality literature is available for students at their interest and independent reading level. Programs such as Book It and Million Minutes of Reading help to encourage students to read independently, selecting books of their choice.</p>
<p><b>* Professional Development:</b></p>	<ul style="list-style-type: none"> <li>• Refresher of technology components. (i.e. Read Naturally, Waterford, Classworks, Qwizdom, etc.)</li> <li>• Training will be offered as needed in the components of effective reading instruction (fluency, comprehension, vocabulary, decoding, and phonemic awareness).</li> <li>• Training will be offered in additional tools for reading diagnosis.</li> <li>• Aides will receive training on effective practice strategies to use with students.</li> <li>• School reading committee will continue to monitor teachers needs for in service</li> <li>• Teacher mentoring/coaching activities will follow training sessions to ensure full implementation.</li> </ul> <p>The TSA for Reading and the Director of Project Development explain the role of the coaches to administrators. Time logs are monitored. Any concerns about the use of a coach's time are discussed with the administrator of the school. Principals will explain to their teacher that the reading coach is a full time professional</p>

	<p>development resource in reading. The coach's job is to help teachers provide more effective reading instruction to students. The reading coach is not an administrator. Any observations, conferences, and reflective feedback between a teacher and the coach are for collaboration only and are not evaluative in nature. The reading coach is not to be used as an additional reading teacher, a substitute teacher, or an additional administrator. The coach will be available to observe, model lessons, provide training for teachers on effective reading instructions, and perform any other aspects of the coach's role. The TSA for Reading will monitor time logs and visit schools to verify that coaches are being used according to the Just Read, Florida! Coaching model. The reading coach is involved in all aspects of planning and implementing reading instruction within the school. Principals will explain the role of the reading coach to their teachers. They will encourage teachers to invite the reading coach into classrooms for observations and model lessons. Principals will encourage teachers to participate in training provided by the coach. Principals will facilitate training by the reading coach during teacher planning periods and regular faculty meetings as well as training provided after school hours. Principals will promote the coach's role as a collaborator and not an evaluator. The second or third day of pre-planning is set aside for school-based meetings. The principals will provide an in service on the K-12 Comprehensive Reading Plan at that time. District staff will prepare a PowerPoint presentation for principals to use during this training. Principals and assistant principal will receive training from district staff prior to the beginning of school. All coaches either have reading certification or the reading endorsement or they are working on the reading endorsement. All coaches are experienced in the use of scientifically based reading materials. District staff will help identify scientifically based reading materials for use by the schools. Principals will facilitate opportunities for coaches to mentor teachers and conduct model lessons. Coaches have all received training on effective reading instruction. All coaches either have reading certification, the reading endorsement, or are working on the reading endorsement. The district Reading Teacher on Special Assignment conducts school visits and collects time logs to monitor coaches' activities within the school. Principals, Assistant Principals, Curriculum Resource Teachers, and teachers receive information about the coach's role at monthly curriculum meetings. All schools that have reading coaches either include or will include the reading coach as a member of the Reading Leadership Team or school Literacy Council. (See attached list of Reading Leadership Teams members by school.) Teachers and principals are required to include measurable goals addressing literacy and student achievement in their professional development plans. Teachers and principals will review progress monitoring data and make appropriate adjustments to classroom instruction. Evaluations are directly linked to the measurable goals established on the professional development plan. If goals are not met, the goals and the action steps are revised. Inservice in Rigor and Relevance instructional model.</p>
<p><b>* Objective:</b></p>	<p>Sixty-five percent (65%) of African American students in will score at/or above the proficiency level of three on the reading portion of the FCAT and/or demonstrate a year's growth in basic reading skills based on Harcourt Trophies criteria or DIBELS assessment.</p>
<p><b>* Strategies:</b></p>	<ul style="list-style-type: none"> <li>• Implement Earobics Literacy Launch software with targeted (struggling readers) primary students.</li> <li>• Implement the use of SRA</li> </ul>

Early Interventions in Reading as a supplemental reading intervention curriculum. • Continue implementation of Waterford Reading Program (Grades K-2). • Assess students on Reading Sunshine State Standards (Grades 3-5) through the 4-Sight assessment test three times per year. • Implement a range of ESE strategies/practices for identified students. • Implement use of KAGAN strategies. (Student Engagement). • Continue use of QAR strategies with targeted students to extend comprehension strategies. • Continue to provide students with a variety of genre materials (novels, poems, historical fiction, magazines, etc.) • Continue to teach and assess language skills at all grade levels, using MacMillan Treasures. • Continue use of reading intervention software in the classrooms to increase student practice in the area of reading. • Provide increased guided practice opportunities with Sunshine State Standards reading to students (Grades 1-5). • Continue placing students at their instructional level in reading, monitoring progress, and providing resources at all grade levels. • Continue to participate and utilize Reading First reading strategies. • Implement inclusion, co-teach, support facilitation, and resource push in, pull out exceptional student model • Continue to target and offer incoming third graders additional reading support. • Continue to instruct students in effective test taking strategies. • Continue to provide diagnostic information to teachers to assist students having difficulty meeting promotion requirements. • Continue to develop and implement an Academic Improvement Plan for all students having difficulty meeting reading promotion requirements. • Continue daily 90 minutes school-wide reading block to facilitate flexible organization to ensure students are taught at their instructional level. Continue to schedule 45 minute reading extension time for grades 1-3. • Continue implementation of Florida's Sunshine State Standards in daily reading lesson plans and document strategies on required Instructional Validity forms. • Continue school-wide Accelerated Reader program, Million Minutes of Reading and other programs to increase student's independent reading. • Provide extended school year opportunities for targeted students working below district/state requirements (Grades K-5). • Provide as-needed training for aides to ensure additional effective practice strategies under the direct supervision of the classroom teacher. • Provide training for teachers in the use of assessment results for improving instruction and instructional programs. • Provide information to parents on use of assessment results to improve student learning. • Reading Coach will share DIBELS results with teachers (Grades K-5) at least three times during the school year. Strategies to improve student's growth will be discussed and in service will be made available as needed. DIBELS assessment will be administered to 4th and 5th graders. • Instructional Leaders will meet regularly to discuss needs at various grade levels (materials, in service, coaching, parent workshops, etc.) • All students (Grades K-5) are monitored using MacMillan theme, mid-book, and end of book tests. Test results are shared with the administration and teacher of record. • Fluency checks will be monitored throughout the school year at all grade levels. • Reports from Accelerated Reader, Waterford, and/or other software will be collected, analyzed, and monitored to ensure students are receiving the correct resource to promote reading gains. • Teachers will implement the Rawlings Essential Reading Skills Instructional Calendar. • Students identified as at risk readers will receive a period of directed teacher instruction in reading. • Students

identified as at risk readers FCAT level I will be invited to participate in the ESY program. • Implement extending the ESY program through the month of July with a literacy focus. Title I Requirement: PL 107-110 Sec 1116(b)(3)(A)(i) PL 107-110 Sec 1115(c)(1)(C) PL 107-110 Sec 1114(b)(1)(B)(ii) PL 107-110Sec 1114(b)(1)(I) PL 107-110 Sec 1114(b)(1)(B)(ii)(III) PL 107-110 Sec 1114(b)(1)(B)(iii) "Grade level teams will meet weekly to discuss curriculum and student achievement. Every 9 weeks, these teams meet with the Principal, CRT, Reading Coach and/or reading facilitator to review the major assessment data collected to that point. Test results are collected by the Reading Coach and plotted by class on a matrix. These matrices are shared with the principal, reading coach, and teacher. The reading coach may be asked to assist the teacher in planning supplemental and intervention activities or to help identify appropriate materials for students not mastering reading skills. The Principal meets weekly with the school "administrative team" this includes the curriculum resource teacher (CRT), reading coach, guidance counselor and behavioral resource teacher (BRT). The administrative team uses student achievement data to make placement decisions for students. A regularly scheduled faculty meeting is utilized to share school-wide student achievement data with the entire faculty. Instructional leaders meet once or twice a month to discuss test scores and student progress. Curriculum data notebooks are maintained for each elementary student and are passed along from one year to the next. These curriculum portfolios provide a record of student progress from one year to the next. The curriculum portfolios provide vertical teams with information needed to better align reading instruction from one grade to the next. End-of-year grade level meetings are held during which teachers discuss concerns about programs and curriculum alignment." All student records and achievement data are reviewed. At risk students are further assessed in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students rescreened for specific strengths and weaknesses. Student placement in instructional groups is based on assessment. All students receive an initial 90-minute block of reading instruction using the district adopted MacMillan Treasure reading series as the comprehensive core reading program. Tier 1 students are assessed regularly with multiple tools. An AIP is prepared for students having difficulty mastering reading skills. Supplemental and intervention materials are used with these students to improve skills. (See instructional charts for information on specific programs used at each school.) At risk students are eligible to participate in tutoring programs during and after the school day. Tier 2 students receive the same reading instruction as described above. In addition, these students receive additional reading instruction using supplemental and intervention programs. In Title I schools, Tier 2 students are identified for Title 1 pull out programs and for additional reading instruction. Diagnostic assessments are given to these students to identify specific areas of need. Tier 2 students are placed in smaller instructional groups with a lower pupil teacher ratio. Weekly assessment and progress monitoring is provided for Tier 2 students. One-on-one tutors are provided for some students as appropriate and available. All tier students have an AIP in reading. The AIP is driven by a diagnostic assessment. All Tier 2 students have a student curriculum portfolio. Tier 2 students will have the opportunity to attend Third Grade Summer Reading Camp. Tier 2 students will receive tutoring in weak areas. Retained students are

considered for mid year promotion and are provided a transitional instructional setting. Tier 3 students receive 180 minutes daily of reading instruction, including whole group (45 minutes), small group (75 minutes), and immediate intensive intervention (60 minutes). These students are assigned to a high performing teacher. Instructional groupings are very small (3-4 students). Science and social studies instruction are taught with an emphasis on reading skills. Students receive services from a speech/language pathologist if appropriate. Tier 3 students have the opportunity for mid-year promotion if they master the appropriate standards. Tier 3 students will use computer software to support learning. Tier 3 students will be assessed four times a year using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Tier 3 students are diagnosed using either Diagnostic Assessment of Reading (DAR) or Early Reading Diagnostic Assessment (ERDA). Results of the diagnostic assessment are used to write the required AIP. Each Tier 3 student will have a student curriculum portfolio. All Third grade students receiving a Level 1 FCAT Reading score are eligible to attend the Summer Reading Camp. Many schools with a high student population of low SES students provide expanded summer school programs using Title I funds or 21 Century Learning Community grants. Most of the elementary schools in our district use an inclusion model for ESE students. In self-contained or pull-out classes, ESE teachers are encouraged to use (and generally do use) the district adopted core programs for reading. Proficient grade level readers also receive a minimum of 90 minutes of explicit reading instruction each day. Teachers use the above level MacMillan Treasure materials. Literature groups and guided reading groups are used with these students'. Reciprocal teaching techniques are taught and used in these reading groups. Students are monitored for progress in reading and re-group as needed for instruction. STAR, Reading Counts, and Accelerated Reader programs are used extensively. Proficient students also study thematic units with novels. Computer-assisted instruction allows students to progress at their own paces. Programs such as Book It and Million Minutes of Reading encourage students to read independently and reward them for their achievements. Some schools also have lunch-time book clubs that encourage students to read independently and discuss their readings. All elementary schools provide at least a 90 minute uninterrupted block of time for reading instruction. Charter schools indicated that they are also following this model for reading instruction. School schedules will be reviewed to assure compliance. MacMillan Treasure is the CCRP for Alachua County Public Schools. Students are instructed in the five components of reading using the CCRP for a portion of the 90-minute reading block. MacMillan Treasures provides reader above and below grade level in addition to the grade level materials. Student groups are flexible. Students are frequently re-grouped for instruction based on assessment data and progress monitoring. Student groups engage in a variety of reading activities during the differentiated instruction. In addition to direct instruction in small groups, students may also engage in shared reading, skills reinforcement, and computer-assisted instruction during this time. Students receive immediate intensive intervention in addition to the 90-minuter reading block. Specific needs are determined through assessments. Immediate intensive intervention for struggling students is delivered in a small group. MacMillan Treasures provides intervention readers. Schools also use a variety of supplemental reading programs to address specific

needs of students (see instructional materials charts). Students receive intensive intervention in addition to the 90-minute block of reading instruction. They may be "double-dosed" with a complete supplemental program or work with programs that target specific deficiencies. Instructional grouping is smaller for the intervention. Students receive intensive intervention in small groups or with individual tutoring. Classroom libraries with leveled text are available. Classroom libraries are used for partner reading, guided reading, self-selection for information and pleasure. Schools participate in the accelerated reader program. AR books are leveled; however, students may choose to read any book. Home reading programs encourage students to read independently. Teachers use word walls to reinforce phonics and vocabulary. Reading charts are frequently used. Content area vocabulary is displayed. Word walls are used to sort words for patterns. Students sort by spelling patterns, vowel sound, endings, prefixes, suffixes, rhymes, blends, homophones, compound words, and content area categories. Classrooms have many options for reading stations: computer-assisted instruction, Language Master, Big Books, student dictionaries, and student-created materials. Students interact with reading stations daily. Teachers display word list and phonemic units to reinforce skills. Sound/Spelling cards are integrated with the curriculum being taught. Accelerated reader books are leveled and available in the school media center for student use. Home reading programs encourage students to self select reading materials. Teachers use appropriate fiction and non-fiction works to support instruction in social studies and science. Harcourt Trophies has leveled books for student reading. Teachers use book clubs and assign book reports to give students authentic reading experiences. Students have access to the media center in each school. Each elementary school uses either Accelerated Reader or Reading Counts. Schools encourage students to chart their accomplishments in AR or RC. Many schools recognize students who make great progress. Books clubs and novel groups encourage students to read independently. Book Buddies groups are used in many schools. Novels are used in supplemental reading instruction as appropriate. Most classrooms have classroom libraries. Students are encouraged to bring in books for a book swap during the year. The content area teachers also use novels in their instruction. Books in Accelerated Reader are grouped by reading level. However, students have access to books at any level. The MacMillan Treasure series has leveled readers for above and below grade level. Teachers determine the appropriate level of text based on DIBELS, the Scholastic Reading Inventory, STAR Reading, and the MacMillan Treasure assessment. The Levels are listed on novel sets. Some media centers group the accelerated reader books by reading level. However, students have access to any book in the media center or classroom library. Classroom libraries are used to provide materials for independent reading and guided reading groups. Students may check out books for reading at home. Book Buddies may use the classroom library as a source of reading materials. Students are often encouraged to bring books for the classroom library or for a book exchange. Many schools use an inclusion model with co-teaching or support facilitation to incorporate ESE students into the regular classroom. All curriculum area teachers teach or assist in the instruction of a reading group, so all elementary teachers are familiar with strategies for teaching reading. Teachers have been and continue to be trained in CRISS strategies. CRISS training provides teachers

	<p>with strategies to use for literacy in all content areas. Content area teachers emphasize vocabulary from the content areas as well. Listening centers and flexible grouping also provide for the flexibility to adjust instruction as needed. Teachers use leveled text sets to supplement science and social studies instruction. Trade books (both fiction and non-fiction) are used to supplement instruction on specific topics. Audio-tape versions of the core text are used if appropriate with certain students. Buddy reading and discussion groups are effective techniques for addressing student needs. Teachers meet regularly with the Curriculum Resource Teacher (CRT) and/or the reading coach to review student achievement and progress monitoring in reading. Students are re-grouped for instruction as needed. An additional period is assigned for writing in addition to the 90-minute reading block. Students write story predictions, short and extended responses to selected stories, do the Treasure Hunt activities for writing after reading selections, and write alternative endings to stories. Readers' response logs, character analysis and interactive notebooks are used. Students also write book reports, responses to comprehension questions, and reports related to the reading topics.</p>
<p><b>*Evaluation:</b></p>	<p>Students will meet district/state/federal criteria: sixty-five percent (65%) of the total school population will score Level 3 or above on the FCAT Reading Assessment. OR The number of students scoring Level 3 and above on the FCAT Reading assessment will increase by ten percent (10%). AND sixty-five percent (65%) of the students in each identifiable subgroup will score Level 3 or above on FCAT Reading assessment. OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Reading assessment. OR Students will meet locally defined criteria:</p> <ul style="list-style-type: none"> <li>• (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level MacMillan Treasure reading basal mid-year or end of book tests.</li> <li>• (Kindergarten through Grade 3) Seventy-five percent (75%) of students will demonstrate growth in basic reading skills based on pre and post screening using DIBELS assessments.</li> </ul>
<p><b>*Evidence-based Program(s):</b></p>	<ul style="list-style-type: none"> <li>• MacMillan Treasures Reading Series</li> <li>• DIBELS</li> <li>• DAR</li> <li>• Accelerated Reader</li> <li>• Read Naturally</li> <li>• Success For All</li> <li>• Waterford</li> <li>• Classworks</li> <li>• COMPASS</li> <li>• Early Intervention in Reading</li> <li>• Read 180</li> <li>• SRA</li> </ul> <p>Corrective Reading The core reading program in Alachua County Public Schools for grades K-5 is MacMillan Treasures. The core reading program forms the base for reading instruction in all elementary schools in the district. Charter elementary schools in Alachua County are using either MacMillan Treasure or Open Court. The core reading program forms the backbone of the 90-minute reading instructional time. The choice of supplemental programs varies by school. Individual school profiles will be found in the charts of instructional materials for each school. Supplemental programs used in Alachua County Public Schools include the following: Waterford Early Learning, Road to the Code, Reading Mastery Plus, Accelerated Reader, Saxon Phonics, Wilson Reading, Open Court, and SRA kits. Supplemental materials are used for student remediation in a specific area(s). Appropriate supplemental materials are selected based on assessment and progress monitoring. Supplemental programs are used within and in addition to the 90-minute reading instruction to help student's master skills in which they are efficient. All elementary schools have the Trophies intervention readers as part of the core reading program. Other intervention programs in use throughout the district include</p>

Earobics, Corrective Reading, Great Leaps, Kaleidoscope, QAR, STAR Early Literacy, Language for Learning, Read Naturally, REWARDS, and Stars and Cars Comprehension program. Intervention is provided for students who are not making progress in mastering reading skills. Interventions focus on the same skill(s) taught in the core reading program and provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and alphabetic principle. Intervention also includes additional time for 10 reading instruction, smaller group size, and/or individual tutoring. Educational software programs used in Alachua County Public Schools include Compass Learning, Accelerated Reader, Scholastic Reading Inventory, FCAT Explorer, STAR Reading, Riverdeep, Harcourt Phonics Express, Classworks, Waterford Early Learning, Orchard, and READ 180. Software programs are used to supplement and provide additional practice of specific skills. These programs are used in addition to the core reading program and may be part of the supplemental reading program or the intervention program. Schools use literature study groups, accelerated reader programs, classroom libraries, Reading Counts, above-level reading materials from the Harcourt Trophies series, and Harcourt Challenge materials. A wide variety of quality literature is available for students at their interest and independent reading level. Programs such as Book It and Million Minutes of Reading help to encourage students to read independently, selecting books of their choice.

**\* Professional Development:**

- Refresher of technology components. (i.e. Read Naturally, Waterford, Classworks, Qwizdom, etc.)
- Training will be offered as needed in the components of effective reading instruction (fluency, comprehension, vocabulary, decoding, and phonemic awareness).
- Training will be offered in additional tools for reading diagnosis.
- Aides will receive training on effective practice strategies to use with students.
- School reading committee will continue to monitor teachers needs for in service
- Teacher mentoring/coaching activities will follow training sessions to ensure full implementation.

The TSA for Reading and the Director of Project Development explain the role of the coaches to administrators. Time logs are monitored. Any concerns about the use of a coach's time are discussed with the administrator of the school. Principals will explain to their teacher that the reading coach is a full time professional development resource in reading. The coach's job is to help teachers provide more effective reading instruction to students. The reading coach is not an administrator. Any observations, conferences, and reflective feedback between a teacher and the coach are for collaboration only and are not evaluative in nature. The reading coach is not to be used as an additional reading teacher, a substitute teacher, or an additional administrator. The coach will be available to observe, model lessons, provide training for teachers on effective reading instructions, and perform any other aspects of the coach's role. The TSA for Reading will monitor time logs and visit schools to verify that coaches are being used according to the Just Read, Florida! Coaching model. The reading coach is involved in all aspects of planning and implementing reading instruction within the school. Principals will explain the role of the reading coach to their teachers. They will encourage teachers to invite the reading coach into classrooms for observations and model lessons. Principals will encourage teachers to participate in training provided by the coach. Principals will facilitate training by the reading coach during teacher planning periods and regular faculty meetings as well as training

	<p>provided after school hours. Principals will promote the coach's role as a collaborator and not an evaluator. The second or third day of pre-planning is set aside for school-based meetings. The principals will provide an in service on the K-12 Comprehensive Reading Plan at that time. District staff will prepare a PowerPoint presentation for principals to use during this training. Principals and assistant principal will receive training from district staff prior to the beginning of school. All coaches either have reading certification or the reading endorsement or they are working on the reading endorsement. All coaches are experienced in the use of scientifically based reading materials. District staff will help identify scientifically based reading materials for use by the schools. Principals will facilitate opportunities for coaches to mentor teachers and conduct model lessons. Coaches have all received training on effective reading instruction. All coaches either have reading certification, the reading endorsement, or are working on the reading endorsement. The district Reading Teacher on Special Assignment conducts school visits and collects time logs to monitor coaches' activities within the school. Principals, Assistant Principals, Curriculum Resource Teachers, and teachers receive information about the coach's role at monthly curriculum meetings. All schools that have reading coaches either include or will include the reading coach as a member of the Reading Leadership Team or school Literacy Council. (See attached list of Reading Leadership Teams members by school.) Teachers and principals are required to include measurable goals addressing literacy and student achievement in their professional development plans. Teachers and principals will review progress monitoring data and make appropriate adjustments to classroom instruction. Evaluations are directly linked to the measurable goals established on the professional development plan. If goals are not met, the goals and the action steps are revised. Inservice in Rigor and Relevance instructional model.</p>
<p><b>* Objective:</b></p>	<p>Sixty-five percent (65%) of Exceptional Student Education students in will score at/or above the proficiency level of three on the reading portion of the FCAT and/or demonstrate a year's growth in basic reading skills based on Harcourt Trophies criteria or DIBELS assessment.</p>
<p><b>* Strategies:</b></p>	<ul style="list-style-type: none"> <li>• Implement Earobics Literacy Launch software with targeted (struggling readers) primary students.</li> <li>• Implement the use of SRA Early Interventions in Reading as a supplemental reading intervention curriculum.</li> <li>• Continue implementation of Waterford Reading Program (Grades K-2).</li> <li>• Assess students on Reading Sunshine State Standards (Grades 3-5) through the 4-Sight assessment test three times per year.</li> <li>• Implement a range of ESE strategies/practices for identified students.</li> <li>• Implement use of KAGAN strategies. (Student Engagement).</li> <li>• Continue use of QAR strategies with targeted students to extend comprehension strategies.</li> <li>• Continue to provide students with a variety of genre materials (novels, poems, historical fiction, magazines, etc.)</li> <li>• Continue to teach and assess language skills at all grade levels, using MacMillan Treasures.</li> <li>• Continue use of reading intervention software in the classrooms to increase student practice in the area of reading.</li> <li>• Provide increased guided practice opportunities with Sunshine State Standards reading to students (Grades 1-5).</li> <li>• Continue placing students at their instructional level in reading, monitoring progress, and providing resources at all grade levels.</li> <li>• Continue to participate and utilize Reading First reading strategies.</li> </ul>

Implement inclusion, co-teach, support facilitation, and resource push in, pull out exceptional student model • Continue to target and offer incoming third graders additional reading support. • Continue to instruct students in effective test taking strategies. • Continue to provide diagnostic information to teachers to assist students having difficulty meeting promotion requirements. • Continue to develop and implement an Academic Improvement Plan for all students having difficulty meeting reading promotion requirements. • Continue daily 90 minutes school-wide reading block to facilitate flexible organization to ensure students are taught at their instructional level. Continue to schedule 45 minute reading extension time for grades 1-3. • Continue implementation of Florida's Sunshine State Standards in daily reading lesson plans and document strategies on required Instructional Validity forms. • Continue school-wide Accelerated Reader program, Million Minutes of Reading and other programs to increase student's independent reading. • Provide extended school year opportunities for targeted students working below district/state requirements (Grades K-5). • Provide as-needed training for aides to ensure additional effective practice strategies under the direct supervision of the classroom teacher. • Provide training for teachers in the use of assessment results for improving instruction and instructional programs. • Provide information to parents on use of assessment results to improve student learning. • Reading Coach will share DIBELS results with teachers (Grades K-5) at least three times during the school year. Strategies to improve student's growth will be discussed and in service will be made available as needed. DIBELS assessment will be administered to 4th and 5th graders. • Instructional Leaders will meet regularly to discuss needs at various grade levels (materials, in service, coaching, parent workshops, etc.) • All students (Grades K-5) are monitored using MacMillan theme, mid-book, and end of book tests. Test results are shared with the administration and teacher of record. • Fluency checks will be monitored throughout the school year at all grade levels. • Reports from Accelerated Reader, Waterford, and/or other software will be collected, analyzed, and monitored to ensure students are receiving the correct resource to promote reading gains. • Teachers will implement the Rawlings Essential Reading Skills Instructional Calendar. • Students identified as at risk readers will receive a period of directed teacher instruction in reading. • Students identified as at risk readers FCAT level I will be invited to participate in the ESY program. • Implement extending the ESY program through the month of July with a literacy focus. Title I Requirement: PL 107-110 Sec 1116(b)(3)(A)(i) PL 107-110 Sec 1115(c)(1)(C) PL 107-110 Sec 1114(b)(1)(B)(ii) PL 107-110Sec 1114(b)(1)(I) PL 107-110 Sec 1114(b)(1)(B)(ii)(III) PL 107-110 Sec 1114(b)(1)(B)(iii) "Grade level teams will meet weekly to discuss curriculum and student achievement. Every 9 weeks, these teams meet with the Principal, CRT, Reading Coach and/or reading facilitator to review the major assessment data collected to that point. Test results are collected by the Reading Coach and plotted by class on a matrix. These matrices are shared with the principal, reading coach, and teacher. The reading coach may be asked to assist the teacher in planning supplemental and intervention activities or to help identify appropriate materials for students not mastering reading skills. The Principal meets weekly with the school "administrative team" this includes the curriculum resource teacher (CRT), reading coach, guidance counselor and behavioral resource

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Summer Reading Camp. Many schools with a high student population of low SES students provide expanded summer school programs using Title I funds or 21 Century Learning Community grants. Most of the elementary schools in our district use an inclusion model for ESE students. In self-contained or pull-out classes, ESE teachers are encouraged to use (and generally do use) the district adopted core programs for reading. Proficient grade level readers also receive a minimum of 90 minutes of explicit reading instruction each day. Teachers use the above level MacMillan Treasure materials. Literature groups and guided reading groups are used with these students'. Reciprocal teaching techniques are taught and used in these reading groups. Students are monitored for progress in reading and re-group as needed for instruction. STAR, Reading Counts, and Accelerated Reader programs are used extensively. Proficient students also study thematic units with novels. Computer-assisted instruction allows students to progress at their own paces. Programs such as Book It and Million Minutes of Reading encourage students to read independently and reward them for their achievements. Some schools also have lunch-time book clubs that encourage students to read independently and discuss their readings. All elementary schools provide at least a 90 minute uninterrupted block of time for reading instruction. Charter schools indicated that they are also following this model for reading instruction. School schedules will be reviewed to assure compliance. MacMillan Treasure is the CCRP for Alachua County Public Schools. Students are instructed in the five components of reading using the CCRP for a portion of the 90-minute reading block. MacMillan Treasures provides reader above and below grade level in addition to the grade level materials. Student groups are flexible. Students are frequently re-grouped for instruction based on assessment data and progress monitoring. Student groups engage in a variety of reading activities during the differentiated instruction. In addition to direct instruction in small groups, students may also engage in shared reading, skills reinforcement, and computer-assisted instruction during this time. Students receive immediate intensive intervention in addition to the 90-minuter reading block. Specific needs are determined through assessments. Immediate intensive intervention for struggling students is delivered in a small group. MacMillan Treasures provides intervention readers. Schools also use a variety of supplemental reading programs to address specific needs of students (see instructional materials charts). Students receive intensive intervention in addition to the 90-minute block of reading instruction. They may be "double-dosed" with a complete supplemental program or work with programs that target specific deficiencies. Instructional grouping is smaller for the intervention. Students receive intensive intervention in small groups or with individual tutoring. Classroom libraries with leveled text are available. Classroom libraries are used for partner reading, guided reading, self-selection for information and pleasure. Schools participate in the accelerated reader program. AR books are leveled; however, students may choose to read any book. Home reading programs encourage students to read independently. Teachers use word walls to reinforce phonics and vocabulary. Reading charts are frequently used. Content area vocabulary is displayed. Word walls are used to sort words for patterns. Students sort by spelling patterns, vowel sound, endings, prefixes, suffixes, rhymes, blends, homophones, compound words, and content area categories. Classrooms have many options for reading stations: computer-

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	write book reports, responses to comprehension questions, and reports related to the reading topics.
<b>*Evaluation:</b>	Students will meet district/state/federal criteria: sixty-five percent (65%) of the total school population will score Level 3 or above on the FCAT Reading Assessment. OR The number of students scoring Level 3 and above on the FCAT Reading assessment will increase by ten percent (10%). AND sixty-five percent (65%) of the students in each identifiable subgroup will score Level 3 or above on FCAT Reading assessment. OR That subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Reading assessment. OR Students will meet locally defined criteria: • (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level MacMillan Treasure reading basal mid-year or end of book tests. • (Kindergarten through Grade 3) Seventy-five percent (75%) of students will demonstrate growth in basic reading skills based on pre and post screening using DIBELS assessments
<b>*Evidence-based Program(s):</b>	<ul style="list-style-type: none"> <li>• MacMillan Treasures Reading Series</li> <li>• DIBELS</li> <li>• DAR</li> <li>• Accelerated Reader</li> <li>• Read Naturally</li> <li>• Success For All</li> <li>• Waterford</li> <li>• Classworks</li> <li>• COMPASS</li> <li>• Early Intervention in Reading</li> <li>Read 180 SRA</li> </ul> <p>Corrective Reading The core reading program in Alachua County Public Schools for grades K-5 is MacMillan Treasures. The core reading program forms the base for reading instruction in all elementary schools in the district. Charter elementary schools in Alachua County are using either MacMillan Treasure or Open Court. The core reading program forms the backbone of the 90-minute reading instructional time. The choice of supplemental programs varies by school. Individual school profiles will be found in the charts of instructional materials for each school. Supplemental programs used in Alachua County Public Schools include the following: Waterford Early Learning, Road to the Code, Reading Mastery Plus, Accelerated Reader, Saxon Phonics, Wilson Reading, Open Court, and SRA kits. Supplemental materials are used for student remediation in a specific area(s). Appropriate supplemental materials are selected based on assessment and progress monitoring. Supplemental programs are used within and in addition to the 90-minute reading instruction to help student's master skills in which they are efficient. All elementary schools have the Trophies intervention readers as part of the core reading program. Other intervention programs in use throughout the district include Earobics, Corrective Reading, Great Leaps, Kaleidoscope, QAR, STAR Early Literacy, Language for Learning, Read Naturally, REWARDS, and Stars and Cars Comprehension program. Intervention is provided for students who are not making progress in mastering reading skills. Interventions focus on the same skill(s) taught in the core reading program and provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and alphabetic principle. Intervention also includes additional time for 10 reading instruction, smaller group size, and/or individual tutoring. Educational software programs used in Alachua County Public Schools include Compass Learning, Accelerated Reader, Scholastic Reading Inventory, FCAT Explorer, STAR Reading, Riverdeep, Harcourt Phonics Express, Classworks, Waterford Early Learning, Orchard, and READ 180. Software programs are used to supplement and provide additional practice of specific skills. These programs are used in addition to the core reading program and may be part of the supplemental reading program or the intervention program. Schools use literature study</p>

	<p>groups, accelerated reader programs, classroom libraries, Reading Counts, above-level reading materials from the Harcourt Trophies series, and Harcourt Challenge materials. A wide variety of quality literature is available for students at their interest and independent reading level. Programs such as Book It and Million Minutes of Reading help to encourage students to read independently, selecting books of their choice.</p>
<p><b>*Professional Development:</b></p>	<ul style="list-style-type: none"> <li>• Refresher of technology components. (i.e. Read Naturally, Waterford, Classworks, Qwizdom, etc.)</li> <li>• Training will be offered as needed in the components of effective reading instruction (fluency, comprehension, vocabulary, decoding, and phonemic awareness).</li> <li>• Training will be offered in additional tools for reading diagnosis.</li> <li>• Aides will receive training on effective practice strategies to use with students.</li> <li>• School reading committee will continue to monitor teachers needs for in service</li> <li>• Teacher mentoring/coaching activities will follow training sessions to ensure full implementation. The TSA for Reading and the Director of Project Development explain the role of the coaches to administrators. Time logs are monitored. Any concerns about the use of a coach's time are discussed with the administrator of the school. Principals will explain to their teacher that the reading coach is a full time professional development resource in reading. The coach's job is to help teachers provide more effective reading instruction to students. The reading coach is not an administrator. Any observations, conferences, and reflective feedback between a teacher and the coach are for collaboration only and are not evaluative in nature. The reading coach is not to be used as an additional reading teacher, a substitute teacher, or an additional administrator. The coach will be available to observe, model lessons, provide training for teachers on effective reading instructions, and perform any other aspects of the coach's role. The TSA for Reading will monitor time logs and visit schools to verify that coaches are being used according to the Just Read, Florida! Coaching model. The reading coach is involved in all aspects of planning and implementing reading instruction within the school. Principals will explain the role of the reading coach to their teachers. They will encourage teachers to invite the reading coach into classrooms for observations and model lessons. Principals will encourage teachers to participate in training provided by the coach. Principals will facilitate training by the reading coach during teacher planning periods and regular faculty meetings as well as training provided after school hours. Principals will promote the coach's role as a collaborator and not an evaluator. The second or third day of pre-planning is set aside for school-based meetings. The principals will provide an in service on the K-12 Comprehensive Reading Plan at that time. District staff will prepare a PowerPoint presentation for principals to use during this training. Principals and assistant principal will receive training from district staff prior to the beginning of school. All coaches either have reading certification or the reading endorsement or they are working on the reading endorsement. All coaches are experienced in the use of scientifically based reading materials. District staff will help identify scientifically based reading materials for use by the schools. Principals will facilitate opportunities for coaches to mentor teachers and conduct model lessons. Coaches have all received training on effective reading instruction. All coaches either have reading certification, the reading endorsement, or are working on the reading endorsement. The district Reading Teacher on Special Assignment conducts school visits and collects time logs to monitor coaches' activities within the</li> </ul>

school. Principals, Assistant Principals, Curriculum Resource Teachers, and teachers receive information about the coach's role at monthly curriculum meetings. All schools that have reading coaches either include or will include the reading coach as a member of the Reading Leadership Team or school Literacy Council. (See attached list of Reading Leadership Teams members by school.) Teachers and principals are required to include measurable goals addressing literacy and student achievement in their professional development plans. Teachers and principals will review progress monitoring data and make appropriate adjustments to classroom instruction. Evaluations are directly linked to the measurable goals established on the professional development plan. If goals are not met, the goals and the action steps are revised. Inservice in Rigor and Relevance instructional model.

**Budget:**

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

Description of Resources	Funding Source	Available Amount
MacMillan Treasure	District	\$0.00
MacMillan Treasure additional Teacher kits for Pull-out model.	Title	\$1,000.00
		<b>Total: \$1,000.00</b>

**Technology**

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

**Professional Development**

Description of Resources	Funding Source	Available Amount	
Mac Millan Treasures Series Phonics/comprehension	District	\$0.00	
			<b>Total: \$0.00</b>
<b>Other</b>			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
			<b>Final Total: \$1,000.00</b>

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

*End of Reading Goal*

**Goal: Mathematics**

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

Scroll down for school data

<p><b>* Needs Assessment:</b></p>	<p>Rawlings showed an improvement in math proficiency rates from 2006-2007 to 2007-2008. The proficiency rate increased by 17% but was still 12% below AYP criteria.</p>
<p><b>* Objective:</b></p>	<p>Sixty-eight percent (68%) of the ESE students will score at/or above the proficiency level of three on the math portion of the FCAT.</p>
<p><b>* Strategies:</b></p>	<ul style="list-style-type: none"> <li>• Investigate placement of all students at their instructional level.</li> <li>• Participate in the GEMS curriculum grades 3 - 5. Work with University of Florida College of Education Math consultant.</li> <li>• Implement Everyday Counts Math curriculum grades 2 - 5. Create position to enhance mathematic scores for grade 3-5 students scoring level I on the FCAT test.</li> <li>• Continue to investigate software and materials to enhance basal math series and increase mastery of math Sunshine State Standards.</li> <li>• Continue to assess students (Grades 3-5) on Sunshine State Standards and average scores into student's grades for parent reporting.</li> <li>• Implement Rawlings Mathematics Instructional Calendar</li> <li>• Implement a range of strategies/practices for identified students.</li> <li>• Implement Math homework technology strategy to improve math practice.</li> <li>• Implement use of COMPASS, and/or Harcourt Math software in the classrooms to increase student practice in the area of math.</li> <li>• Investigate correlation of Sunshine State Standards and curriculum to provide increase guided practice opportunities to students (Grades 4-5).</li> <li>• Continue to monitor students' progress through chapter, unit and district benchmark math tests.</li> <li>• Continue to develop an Academic Improvement Plan for all students (Grades K-5) not meeting math criteria for their grade level.</li> <li>• Continue implementation of Florida's Sunshine State Standards in daily math lesson plans and document strategies on required Instructional Validity forms.</li> <li>• Provide extended school year opportunities for targeted students working below district/state requirements (Grades 3-5).</li> <li>• Provide training for aides prior to working with targeted students.</li> <li>• Continue monthly math committee meetings to discuss needs at various grade levels (materials, in-service, coaching, parent workshops, etc).</li> <li>• Continue implementation of district-wide Harcourt math program at all grade levels. Implement Rigor and Relevance curriculum design in math.</li> </ul>
<p><b>* Evaluation:</b></p>	<p>Students will meet district/state/federal criteria: 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 Math assessment will increase by ten percent (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 ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Mathematics assessment OR Students will meet locally defined criteria: (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level Harcourt Mathematics basal chapter, unit, and/or end of year tests.</p>
<p><b>* Evidence-based Program(s):</b></p>	<p>• Harcourt Math series • Compass software • Classworks software • GEMS • AIMS Everyday Counts</p>
<p><b>* Professional Development:</b></p>	<p>Teachers (Grades 3-5) will review and practice State scoring for short and extended responses. Participate in Kagan mathematics</p>

	<p>training. Teachers will develop at least one short/extended response for each unit math test. • Teachers will share GEMS materials and techniques at all appropriate grade levels (kindergarten through grade five). • In service will be scheduled based on Math committee input and test data needs. • Review of effective math strategies and use of student time will be reviewed. • Math committee will identify needs at each grade level and will schedule essential in service opportunities to ensure state standards are mastered. Inservice in Rigor and Relevance instructional model. Student Engagement workshops and inservices.</p>
<b>*Objective:</b>	<p>Sixty-eight percent (68%) of African American students will score at/or above the proficiency level of three on the math portion of the FCAT.</p>
<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• Investigate placement of all students at their instructional level. • Participate in the GEMS curriculum grades 3 - 5. Work with University of Florida College of Education Math consultant. • Implement Everyday Counts Math curriculum grades 2 - 5. Create position to enhance mathematic scores for grade 3-5 students scoring level I on the FCAT test. • Continue to investigate software and materials to enhance basal math series and increase mastery of math Sunshine State Standards. • Continue to assess students (Grades 3-5) on Sunshine State Standards and average scores into student's grades for parent reporting. • Implement Rawlings Mathematics Instructional Calendar • Implement a range of strategies/practices for identified students. • Implement Math homework technology strategy to improve math practice. • Implement use of COMPASS, and/or Harcourt Math software in the classrooms to increase student practice in the area of math. • Investigate correlation of Sunshine State Standards and curriculum to provide increase guided practice opportunities to students (Grades 4-5). • Continue to monitor students' progress through chapter, unit and district benchmark math tests. • Continue to develop an Academic Improvement Plan for all students (Grades K-5) not meeting math criteria for their grade level. • Continue implementation of Florida's Sunshine State Standards in daily math lesson plans and document strategies on required Instructional Validity forms. • Provide extended school year opportunities for targeted students working below district/state requirements (Grades 3-5). • Provide training for aides prior to working with targeted students. • Continue monthly math committee meetings to discuss needs at various grade levels (materials, in-service, coaching, parent workshops, etc). • Continue implementation of district-wide Harcourt math program at all grade levels. Implement Rigor and Relevance curriculum design in math.</li> </ul>
<b>*Evaluation:</b>	<p>Students will meet district/state/federal criteria: 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 Math assessment will increase by ten percent (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 ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Mathematics assessment OR Students will meet locally defined criteria: (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level Harcourt Mathematics basal chapter, unit, and/or end of year tests.</p>

<b>*Evidence-based Program(s):</b>	<ul style="list-style-type: none"> <li>• Harcourt Math series</li> <li>• Compass software</li> <li>• Classworks software</li> <li>• GEMS</li> <li>• AIMS Everyday Counts</li> </ul>
<b>*Professional Development:</b>	<p>Teachers (Grades 3-5) will review and practice State scoring for short and extended responses. Participate in Kagan mathematics training. Teachers will develop at least one short/extended response for each unit math test.</p> <ul style="list-style-type: none"> <li>• Teachers will share GEMS materials and techniques at all appropriate grade levels (kindergarten through grade five).</li> <li>• In service will be scheduled based on Math committee input and test data needs.</li> <li>• Review of effective math strategies and use of student time will be reviewed.</li> <li>• Math committee will identify needs at each grade level and will schedule essential in service opportunities to ensure state standards are mastered.</li> </ul> <p>Inservice in Rigor and Relevance instructional model. Student Engagement workshops and inservices.</p>
<b>*Objective:</b>	<p>Sixty-eight percent (68%) of low SES students will score at/or above the proficiency level of three on the math portion of the FCAT.</p>
<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• Investigate placement of all students at their instructional level.</li> <li>• Participate in the GEMS curriculum grades 3 - 5. Work with University of Florida College of Education Math consultant.</li> <li>• Implement Everyday Counts Math curriculum grades 2 - 5. Create position to enhance mathematic scores for grade 3-5 students scoring level I on the FCAT test.</li> <li>• Continue to investigate software and materials to enhance basal math series and increase mastery of math Sunshine State Standards.</li> <li>• Continue to assess students (Grades 3-5) on Sunshine State Standards and average scores into student's grades for parent reporting.</li> <li>• Implement Rawlings Mathematics Instructional Calendar</li> <li>• Implement a range of strategies/practices for identified students.</li> <li>• Implement Math homework technology strategy to improve math practice.</li> <li>• Implement use of COMPASS, and/or Harcourt Math software in the classrooms to increase student practice in the area of math.</li> <li>• Investigate correlation of Sunshine State Standards and curriculum to provide increase guided practice opportunities to students (Grades 4-5).</li> <li>• Continue to monitor students' progress through chapter, unit and district benchmark math tests.</li> <li>• Continue to develop an Academic Improvement Plan for all students (Grades K-5) not meeting math criteria for their grade level.</li> <li>• Continue implementation of Florida's Sunshine State Standards in daily math lesson plans and document strategies on required Instructional Validity forms.</li> <li>• Provide extended school year opportunities for targeted students working below district/state requirements (Grades 3-5).</li> <li>• Provide training for aides prior to working with targeted students.</li> <li>• Continue monthly math committee meetings to discuss needs at various grade levels (materials, in-service, coaching, parent workshops, etc).</li> <li>• Continue implementation of district-wide Harcourt math program at all grade levels. Implement Rigor and Relevance curriculum design in math.</li> </ul>
<b>*Evaluation:</b>	<p>Students will meet district/state/federal criteria: 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 Math assessment will increase by ten percent (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 ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Mathematics assessment OR Students</p>

	will meet locally defined criteria: (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level Harcourt Mathematics basal chapter, unit, and/or end of year tests.
<b>* Evidence-based Program(s):</b>	<ul style="list-style-type: none"> <li>• Harcourt Math series</li> <li>• Compass software</li> <li>• Classworks software</li> <li>• GEMS</li> <li>• AIMS Everyday Counts</li> </ul>
<b>* Professional Development:</b>	Teachers (Grades 3-5) will review and practice State scoring for short and extended responses. Participate in Kagan mathematics training. Teachers will develop at least one short/extended response for each unit math test. <ul style="list-style-type: none"> <li>• Teachers will share GEMS materials and techniques at all appropriate grade levels (kindergarten through grade five).</li> <li>• In service will be scheduled based on Math committee input and test data needs.</li> <li>• Review of effective math strategies and use of student time will be reviewed.</li> <li>• Math committee will identify needs at each grade level and will schedule essential in service opportunities to ensure state standards are mastered.</li> </ul> Inservice in Rigor and Relevance instructional model. Student Engagement workshops and inservices.
<b>* Objective:</b>	Sixty-eight percent (68%) of students in each major demographic group will score at/or above the proficiency level of three on the math portion of the FCAT.
<b>* Strategies:</b>	<ul style="list-style-type: none"> <li>• Investigate placement of all students at their instructional level.</li> <li>• Participate in the GEMS curriculum grades 3 - 5. Work with University of Florida College of Education Math consultant.</li> <li>• Implement Everyday Counts Math curriculum grades 2 - 5. Create position to enhance mathematic scores for grade 3-5 students scoring level I on the FCAT test.</li> <li>• Continue to investigate software and materials to enhance basal math series and increase mastery of math Sunshine State Standards.</li> <li>• Continue to assess students (Grades 3-5) on Sunshine State Standards and average scores into student's grades for parent reporting.</li> <li>• Implement Rawlings Mathematics Instructional Calendar</li> <li>• Implement a range of strategies/practices for identified students.</li> <li>• Implement Math homework technology strategy to improve math practice.</li> <li>• Implement use of COMPASS, and/or Harcourt Math software in the classrooms to increase student practice in the area of math.</li> <li>• Investigate correlation of Sunshine State Standards and curriculum to provide increase guided practice opportunities to students (Grades 4-5).</li> <li>• Continue to monitor students' progress through chapter, unit and district benchmark math tests.</li> <li>• Continue to develop an Academic Improvement Plan for all students (Grades K-5) not meeting math criteria for their grade level.</li> <li>• Continue implementation of Florida's Sunshine State Standards in daily math lesson plans and document strategies on required Instructional Validity forms.</li> <li>• Provide extended school year opportunities for targeted students working below district/state requirements (Grades 3-5).</li> <li>• Provide training for aides prior to working with targeted students.</li> <li>• Continue monthly math committee meetings to discuss needs at various grade levels (materials, in-service, coaching, parent workshops, etc).</li> <li>• Continue implementation of district-wide Harcourt math program at all grade levels. Implement Rigor and Relevance curriculum design in math.</li> </ul>
<b>* Evaluation:</b>	Students will meet district/state/federal criteria: 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 Math assessment will increase

by ten percent (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 ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Mathematics assessment OR Students will meet locally defined criteria: (Kindergarten through Grade 5) At least eighty-five percent (85%) of students demonstrate mastery on instructional level Harcourt Mathematics basal chapter, unit, and/or end of year tests.

**\*Evidence-based Program(s):** • Harcourt Math series • Compass software • Classworks software • GEMS • AIMS Everyday Counts

**\*Professional Development:** Teachers (Grades 3-5) will review and practice State scoring for short and extended responses. Participate in Kagan mathematics training. Teachers will develop at least one short/extended response for each unit math test. • Teachers will share GEMS materials and techniques at all appropriate grade levels (kindergarten through grade five). • In service will be scheduled based on Math committee input and test data needs. • Review of effective math strategies and use of student time will be reviewed. • Math committee will identify needs at each grade level and will schedule essential in service opportunities to ensure state standards are mastered. Inservice in Rigor and Relevance instructional model. Student Engagement workshops and inservices.

**Budget:**

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

**Professional Development**

Description of Resources	Funding Source	Available Amount	
UF Math Consultant	District Title I	\$5,000.00	
			<b>Total: \$5,000.00</b>

**Other**

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

**Final Total: \$5,000.00**

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

All teachers (grades kindergarten through grade five and support staff) are highly qualified instructors in the area of math. All instructional aides meet the requirements for highly-qualified personnel.

*End of Mathematics Goal*

**Goal: Writing**

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

**\* Needs Assessment:**

Rawling students fell from 88% receiving a 3 or above in 2006-2007 to 84% points for those in the proficient range during the 2007-

	2008 administration of the test. Rawlings was 32% below the state average. Rawlings fourth grade students were also behind the state mean scale score by 52 points.
<b>* Objective:</b>	The school will meet academic achievement requirements for federal/state/district defined adequate yearly progress and/or at least eighty-five percent (85%) of students will show growth on instructional level criteria, based on the Alachua County School's Writing Folder.
<b>* Strategies:</b>	<ul style="list-style-type: none"> <li>• Continue a school-wide approach to writing instruction which includes rubric scoring consistent across grade levels, curriculum, and team-level scoring of graded prompts.</li> <li>• Begin alignment of student's mastery of targeted skills towards State requirements at all grade levels.</li> <li>• Continue grading practices in spelling which include weekly dictation sentences.</li> <li>• Investigate development of rubric scoring in all subject areas.</li> <li>• Scored writing pieces will be completed (Grades 1-5) at least four times per year.</li> <li>• Continue the development of an Academic Improvement Plan for students not meeting promotion requirements in the area of writing.</li> <li>• Recognize students at ceremonies for writing achievement. Integrate writing through the content areas in fourth and fifth grade. Use Kathy Robinson writing strategies at 3rd and 4th grade. Third and fourth grade teachers will integrate Kathy Robinson writing strategies through the science and social studies curriculum.</li> </ul>
<b>* Evaluation:</b>	Students will meet district/state/federal criteria: Ninety percent (90%) of 3 - 5 grade students will score Level 3.5 or above on a FCAT Writing simulation assessment. OR the number of students in the total population scoring Level 3.5 or above on the FCAT Writing will increase by one percent (1%). AND Ninety percent (90%) of the students in each identifiable subgroup will score Level 3.5 or above on the FCAT Writing assessment. OR The number of students in that subgroup scoring Level 3.5 or above on the FCAT Writing assessment will increase by one percent (1%).
<b>* Evidence-based Program(s):</b>	Just Write curriculum Kathy Robinson Writing curriculum
<b>* Professional Development:</b>	<ul style="list-style-type: none"> <li>• Work with district-based Title 1 writing TSA on grade level criteria in the area of writing to meet the State requirements for success.</li> <li>• Provide training in grade-level rubric scoring.</li> <li>• Provide practice in rubric scoring and reteaching strategies to foster student growth. First and second grade teachers will work with district staff on various writing formats, strategies and instructional methods. Third and fourth grade teachers will participate in the Kathy Robinson Writing curriculum.</li> </ul>

**Budget:**

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

No Data	No Data	\$0.00	
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			<b>Total: \$0.00</b>
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<b>Technology</b>			
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Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			<b>Total: \$0.00</b>
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<b>Professional Development</b>			
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Description of Resources	Funding Source	Available Amount	
Kathy Robinson consultant	District Tittle I	\$5,000.00	

			<b>Total: \$5,000.00</b>
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<b>Other</b>			
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Description of Resources	Funding Source	Available Amount	
Kathy Robinson writing materials	School based Title I	\$500.00	

			<b>Total: \$500.00</b>
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Final Total: \$5,500.00

End of *Writing Goal*

## Goal: Science

\*Note: Required for Title I

Scroll down for school data

<b>*Needs Assessment:</b>	In 2006-2007, M. K. Rawlings Elementary mean scale score was 232 compared to a district mean scale score of 311 and a state mean scale score of 306. Six percent (6%) of the fifth grade students scored a level three or above. Seventy three (73%) of the tested fifth graders scored level one on the FCAT science test. District and state percentages indicated 46% and 42% scoring at or above level three respectively.
<b>*Objective:</b>	The school's scale score on Grade 5 FCAT Science will equal or exceed the statewide average score.
<b>*Strategies:</b>	<ul style="list-style-type: none"><li>• Continue assessment and alignment of the Sunshine State Standards. Integrate hands-on science curriculum activities at all grade levels. Participate in the GEMS curriculum (Grades 3-5)</li><li>• Investigate alignment and implementation of AIMS curriculum in primary grades. Investigate strategies to interweave math and science curriculum at fifth grade. Investigate a fourth and fifth grade science day that address the Sunshine State Standards.</li><li>• Implementation of Sunshine State Standards in daily lesson plans and document strategies on required Instructional Validity forms. Include questioning strategies to address higher order thinking in daily lesson planning and delivery. Coaching and assistance in science-related areas provided for all teachers. Implement Scott-Foresman science curriculum at all grade levels. Implement Rigor and Relevance instructional model.</li></ul>
<b>*Evaluation:</b>	Grade 5 Sunshine State Standards FCAT Science will equal or exceed the statewide average scale score.
<b>*Evidence-based Program(s):</b>	<ul style="list-style-type: none"><li>• Scott-Foresman Science Text book series</li><li>• GEMS curriculum AIMS curriculum</li></ul>
<b>*Professional Development:</b>	<ul style="list-style-type: none"><li>• Teachers in grades four through five will review State scoring for short and extended responses. Teachers will develop short/extended response questions for each science unit and apply the rubric scoring.</li><li>• Teachers will be offered GEMS workshops and will share materials and techniques at all appropriate grade levels (kindergarten through grade five).</li><li>• The instructional leaders will identify needs at each grade level and will schedule essential inservice opportunities to ensure state standards are mastered. Inservice in Rigor and Relevance instructional model.</li></ul>

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
AIMS, GEMS	School Title I	\$1,000.00	
			<b>Total: \$1,000.00</b>
<b>Technology</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
<b>Professional Development</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
AIMS, GEMS training	School Title I	\$0.00	
			<b>Total: \$0.00</b>

Description of Resources	Funding Source	Available Amount	
Science manipulatives	School Title I	\$500.00	
			<b>Total: \$500.00</b>

<b>* Non-Highly Qualified Instructors:</b>	All teachers (grades kindergarten through grade five, ESE, BRT, CRT, Title 1) are highly qualified instructors in the area of science. In addition, several teachers have been trained in GEMS strategies.
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*End of Science Goal*

## Goal: Parental Involvement

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

<b>* Needs Assessment:</b>	According to the 2006-2007 School Climate Survey, 82% of the instructional staff believes that parents are involved in school activities. 90% of parents feel that parents are involved in school activities.
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<b>* Objective:</b>	One hundred percent of parents/guardians will participate in a least one school sponsored activity during the 2008 - 2009 school year. Conference, PTA, SAC, Title 1, Health Fair, FCAT Parent Nite, Family Movie Nite, etc...
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<b>* Strategies:</b>	<ul style="list-style-type: none"> <li>• Continue parent information meetings to share characteristics of M. K. Rawlings Elementary.</li> <li>• Implement Access for All, create student homework lounge and parent access station in federal housing project.</li> <li>• Implement a home-reader program in kindergarten and first grade using Waterford Early Reading Program readers.</li> <li>• Purchase student planners for home-school communication. Folders will be imprinted with school information and important dates and will serve as a daily/weekly communication tool.</li> <li>• Continue to send home invitations during the summer informing parents of "Meet Your Child's Teacher" date and time.</li> <li>• Inform all students' parents of their child's progress towards district and state requirements through Academic Improvement Plans, progress reports, report cards, Individual Education Plans, end of book reading reports, school-based Sunshine State Standards assessments, teacher-generated weekly/monthly reports, and</li> </ul>
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	<p>conferences. • Continue to offer parent workshops and materials that can be used at home to reinforce essential skills for success in the areas of reading, writing, and math. • Continue to invite parents to take an active role in co-developing Academic Improvement Plans or Individual Educational Plans for identified students. • Provide assistance from the school nurse for parents of at-risk students with appropriate outside medical contacts. • The principal will continue to notify parents of instructional staff's qualifications. • Invite parents of third through fifth graders, to an after-school or Saturday workshop to assist their child in preparing for state testing. • Continue to involve parents in their child's education through Book-It, Accelerated Reader, Million Minutes of Reading, and teacher-assigned home activities. • Monthly or nine-week newsletters will inform parents of upcoming events and units of study. • Continue to update M. K. Rawlings' website to keep parents informed of events and news. • Contact parents of targeted K-5 students on a monthly basis to review progress. • Distribute and discuss the Title 1 Compact specifying responsibilities of all interested parties to parents and invite them to participate in Title 1 planning. Distribute Parent Rights and Parent Involvement Plan. • Send a copy of the Alachua County Schools' Student Code of Conduct to all parents. • Faculty will take community walk during pre-planning to hand out kindergarten registration papers, school supply list, school yearly calendar and meet teachers.</p>
<b>*Evaluation:</b>	One hundred percent of targeted students' parents have been invited to participate in developing their child's Academic Improvement Plan or Individual Educational Plan.
<b>*Evidence-based Program(s):</b>	None
<b>*Professional Development:</b>	Provide training for teachers and staff on working effectively with all parents as partners. Review parent involvement policy with teachers and staff. Review school-parent compact with teachers and staff. Provide parent conference training. Provide "understanding poverty" workshops. Sensitivity training

**Budget:**

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

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

**Professional Development**

Description of Resources	Funding Source	Available Amount
Poverty training Senseativity training Parent conferencing	school Title I	\$2,000.00
		<b>Total: \$2,000.00</b>

**Other**

Description of Resources	Funding Source	Available Amount
Parent make it take it materials FCAT materials Parenting materials Career options materials	School Title I	\$1,500.00
		<b>Total: \$1,500.00</b>

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

Goal: Return on Investment

Needs Assessment:

*End of Return on Investment Goal*

## ADDITIONAL GOALS

Additional Goal: Safety and Environment			
<b>Needs Assessment:</b>			
<b>Objective:</b>	Students will exhibit positive interpersonal interactions with peers and adults through a twenty-five percent 25% decrease in defiant behavior.		
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>•Develop and implement a school wide progressive discipline program. Implement Full Circle Learning in primary grades.</li> </ul>		
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>•Reports received from the District, County, and State will indicate safety concerns. Students will show a decrease in defiant and disruptive behavior.</li> </ul>		
<b>Evidence-based Program(s):</b>	<ul style="list-style-type: none"> <li>•Second Step and Champs Full Circle Learning</li> </ul>		
<b>Professional Development:</b>	<ul style="list-style-type: none"> <li>•Provide teachers and staff with training in working to achieve affective student behavior changes, ie. Second Step, Champs, CPI, and/or similar programs. Full Circle Learning training.</li> </ul>		
<b>Budget:</b>			
Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Technology			
Description of Resources	Funding Source	Available Amount	

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

*End of **Safety and Environment** Goal*

## Additional Goal: Health

<b>Needs Assessment:</b>	
<b>Objective:</b>	<ul style="list-style-type: none"> <li>•All students in grades Pre-kindergarten through five will improve their overall fitness and health by participating in a health and physical fitness program as defined in the district's plan.</li> <li>•Student health and fitness information will be communicated to parents as required.</li> </ul>
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>•Students in grades Kindergarten through grade five will participate in health and physical fitness programs as defined in the district</li> </ul>

	<ul style="list-style-type: none"> <li>•Healthy menus and meal choices for students and staff will be provided by the cafeteria staff.</li> <li>•After school programs sponsored by the Physical Education teacher, ie. Volley ball and Jogging club are offered to students with parent permission.</li> <li>•Student progress in physical activity is communicated periodically to parents.</li> <li>•Provide CPR classes for faculty and staff.</li> </ul>
<b>Evaluation:</b>	Student base line created for involvement in various programs. Student questionnaires indicating an increase of 50% knowledge pertaining to various fitness, wellness and nutritional information.
<b>Evidence-based Program(s):</b>	
<b>Professional Development:</b>	•Physical Education teacher and school nurse attend district meetings as required.

**Budget:**

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

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

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	MacMillan Treasure	District	\$0.00
Reading	MacMillan Treasure additional Teacher kits for Pull-out model.	Title	\$1,000.00
Science	AIMS, GEMS	School Title I	\$1,000.00
			<b>Total: \$2,000.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Mac Millan Treasures Series	District	\$0.00

	Phonics/comprehension		
Mathematics	UF Math Consultant	District Title I	\$5,000.00
Writing	Kathy Robinson consultant	District Title I	\$5,000.00
Science	AIMS, GEMS training	School Title I	\$0.00
Parental Involvement	Poverty training Senseativity training Parent conferencing	school Title I	\$2,000.00
			<b>Total: \$12,000.00</b>
<b>Other</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Writing	Kathy Robinson writing materials	School based Title I	\$500.00
Science	Science manipulatives	School Title I	\$500.00
Parental Involvement	Parent make it take it materials FCAT materials Parenting materials Career options materials	School Title I	\$1,500.00
			<b>Total: \$2,500.00</b>
			<b>Final Total: \$16,500.00</b>

SCHOOL ADVISORY COUNCIL

## School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

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

### SAC Involvement

•Our School Advisory Council is comprised of the school principal, a select number of teachers, career service employees, parents, and community members. Monthly meetings are held to determine the academic focus of the school, support recommendations through volunteerism, and designation of financial support as needed from funds, ie. Lottery, Advanced Placement and School Improvement. Suggestions received from teachers, and community members are evaluated as to the impact to the school and our students. Members are also part of the Restructuring efforts that M. K. Rawlings is undergoing.

### SAC Members

Members
1) Mr. Emery Bishop, Principal
2) Susie Wilson, Teacher
3) Linda Butler, Teacher
4) Elmira Goode, Teacher
5) Kenneth Duffield, Business Member

6) Diane App, Community Member

7) Rashad Crowell, School Support Personnel

## IMPLEMENTATION EVALUATION

### 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 ten percent (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 ten percent (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 ten percent (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 ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT mathematics assessment.

### WRITING:

The number of students in the total population scoring Level 4 or above on FCAT Writing will increase by one percent (1%).

AND

Ninety percent (90%) of the students in each identifiable subgroup will score Level 4 or above on the FCAT Writing assessment.

OR

The number of students in that subgroup scoring Level 4 or above on the FCAT Writing assessment will increase by one percent (1%).

OR

LOCALLY DEFINED CRITERIA

READING

Seventy five percent (75%) of standard curriculum students achieve passing scores on district reading benchmark assessment.

MATH

Seventy five percent (75%) of standard curriculum students achieve passing scores on district math benchmark assessment.

WRITING

One third (1/3) of standard curriculum students increase writing performance when comparing September to April rubric scores.

## 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 MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL 0341**

Number of students enrolled in the grades tested: [here to see the number of students in each grade](#) (.) **Read: 141 Math: 141** 2007-2008 School Grade<sup>1</sup>: C Did the School make Adequate Yearly Progress? NO

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c<sup>2</sup>). This section shows the improvement for each group used to determine AYP via safe harbor (Part b<sup>2</sup>). This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Group
	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	50	N	44	N	78	76	N			NA	59	50	NA	77	56	NA	50	NA	50	NA
E		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA
K	100	Y	100	Y	47	N	43	N	77	75	N			NA	60	53	NA	79	57	NA	49	NA	49	NA
NIC		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA
		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA
CAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA
OMICALLY ADVANTAGED	100	Y	100	Y	49	N	42	N	76	74	N			NA	60	51	NA	77	58	NA	50	NA	49	NA
SH JUDGE IERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA
ENTS WITH ILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA		NA		NA

**2007 Adequate Yearly Progress (AYP) Report - Page 2** **Alachua MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL 0341**

Number of students enrolled in the grades tested: [here to see the number of students in each grade](#) (.) **Read: 142 Math: 142** 2006-2007 School Grade<sup>1</sup>: D Did the School make Adequate Yearly Progress? NO

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c<sup>2</sup>). This section shows the improvement for each group used to determine AYP via safe harbor (Part b<sup>2</sup>). This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Group
	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	99	Y	100	Y	41	N	23	N	72	78	Y			NA	64	66	NA	66	77	NA	39	NA	29	NA
E		NA		NA		NA		NA			NA			NA			NA	50		NA		NA		NA
K	99	Y	100	Y	40	N	21	N	73	77	Y			NA	67	68	NA	71	79	NA	38	NA	29	NA



	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	56%	50%	84%	54%	244	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	63%	53%			116	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	60% (YES)	60% (YES)			120	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					480	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					C	Grade based on total points, adequate progress, and % of students tested

<b>Alachua School District</b> <b>MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL</b> <b>2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	

<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	53%	33%	88%	54%	228	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	43%	30%			73	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	57% (YES)	47% (NO)			104	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					405	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>D</b>	Grade based on total points, adequate progress, and % of students tested

<b>Alachua School District MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL 2005-2006</b>					
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Grade Points Earned</b>	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	47%	42%	63%	152	<b>Writing:</b> Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

<b>% of Students Making Learning Gains</b>	49%	54%		103	<p>3 ways to make gains:</p> <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	60% (YES)			60	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				315	
Percent Tested = 100%					Percent of eligible students tested
<b>School Grade</b>				<b>D</b>	Grade based on total points, adequate progress, and % of students tested