

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

**School Name: CHESTER SHELL  
ELEMENTARY SCHOOL**

**District Name: Alachua**

**Principal: Gladys S. Wright, Ed. D.**

**SAC Chair: George Pinkney**

**Superintendent: W. Daniel Boyd, Jr, Ed.D**

**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 mission of the Alachua County school district, the vital force in the heart of northern Florida, is to guarantee each student will excel in every chosen arena through an education system characterized by compassion and integrity, an engaging curriculum tailored to meet individual needs and aspirations, application of innovative approaches, and courage to continuously form and reform to meet every new challenge. Chester Shell Elementary School's mission reflects that of the Alachua County school district:

The Shell Elementary Family works together with mutual respect in a warm, friendly atmosphere to provide an educational foundation that enhances the whole child.

Through the continued effort of our School Advisory Council, parents, students, staff, and community members, Chester Shell Elementary strives to meet every new academic challenge. Highly qualified teachers, who are certified by the State of Florida in their instructional field, carry out instruction. Paraprofessionals, providing services to the students by working under the direct supervision of a teacher, have been trained by qualified instructors and will receive additional certification training throughout the school year.

## SCHOOL PROFILE DEMOGRAPHICS

Chester Shell Elementary serves students in kindergarten through grade five and is located in Hawthorne, Florida. During the 2007-2008 school year, this title 1 school had an enrollment of 213 students. The composition of students consists of approximately: Male 58.2%, Female 41.8%, Asian 1.8%, Black 46%, Hispanic .9%, Multiracial 2.8%, and White 48.4%. Twenty-four (24%) received services through the school's exceptional student education programs; 4% received services through our enrichment program; 100% received additional support through Title 1 resources.

In addition to the regular educational classrooms, the school housed one self-contained class, one ESE/VE class, one speech-language class and one enrichment/gifted class. Shell Elementary offered math, science and writing inclusion, as well as double-dose reading instruction to help meet individual needs. All students participated in weekly activities with art, music, media/computer lab, and physical education personnel. The student teacher ratio at Shell is reduced with Title 1 and ESE funds, especially during reading and math.

For the 2008-2009 school year, in addition to regular educational classrooms, the school will offer one self-contained ESE class, one ESE/VE resource class, speech-language services, and one enrichment/gifted class. Students will participate in weekly activities with art, music, media, and physical education instructors. Physical education will be taught by the P.E. coach and by the homeroom teacher in order to meet state requirements of 150 minutes per week.

During the 2006-2007 school year, 86.9% of students were identified as economically disadvantaged (SES). For the 2007-2008 school year, the SES population decreased slightly to 85.9 percent. The mobility rate for both years was approximately 10%.

Shell has received grants to increase resources for parental involvement and enhance curriculum to incorporate the arts.

Chester Shell's business partners include: Hawthorne's Women's Club, Fraternal Order of the Eagles, Florida Credit Union, M&S Bank, and the Hawthorne Area Chamber of Commerce.

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

na

## QUALITY STAFF

### Highly Qualified Administrators

Note: Required for Title I

Gladys S. Wright is the highly qualified administrator at Chester Shell Elementary School.

- The administrator has three degrees:

--BS, in Elementary Education; MS in Administration and Supervision; Ed.D. in

Administration and Supervision. The principal is currently in her Twentieth year as

administrator at Chester Shell Elementary. As the instructional leader of the school, the

principal meets with district school student services and leadership teams to regularly

monitor student achievement and to provide professional development activities.

-The principal's educational experiences include eighteen years as a classroom teacher, one year as Curriculum Resource Teacher, and twenty years as an administrator.

Throughout her career the focus has been on instruction that is data driven, staff

development, and parental involvement which foster a learning environment that impacts

student achievement.

### Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

District staff and administrators attend regional job fairs. The district hosts two local job

fairs. All administrators participate in the local job fairs. The district offers district contracts

to teachers who are exceptionally qualified. Stipends and substitutes are provided for

teachers to participate in in-service training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading endorsement.

All faculty members meet the NCLB requirements for highly qualified.

Beginning teachers participate in the district's Induction Program and consult with a mentor teacher throughout the year.

Release time is provided for teacher training, peer observation, coaching, and mentoring.

Thirty-one percent (31%) of the teachers hold advanced degrees.

### [Show Attached Staff List](#)

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: Required for Title I**

All federal, state and local service programs are coordinated by the administration of the school. Chester Shell currently provides services for Head Start/VPK that are coordinated by the Head Start/VPK director. The school's safety committee, Behavioral Resource Teacher (B.R.T) and Guidance Counselor coordinate violence prevention programs.

### School Wide Improvement Model

**Note: Required for Title I**

Chester Shell Elementary follows the Florida's Continuous Improvement Model (FCIM) which uses data to drive decisions about instructional strategies. Our school improvement process is designed to provide frequent and accurate information to teachers, students, and their parents, regarding each student's progress towards mastering the Sunshine State Standards (SSS). This process is aligned to the curriculum, instructional strategies, assessments, and staff development. It identifies strategies for monitoring the progress of each student.

The staff believes that on-going assessment is the key to effective teaching and Shell Elementary's model provides for ongoing formal and informal assessments at levels students will be tested on FCAT targeted SSS benchmarks. FCAT and Stanford 10 data is reviewed and discussed among the CIM team, classroom teachers, Curriculum Resource Teacher

(C.R.T.), and principal to determine if the curriculum needs to be modified, resources purchased, additional support given for targeted students, or professional development is needed for staff.

In reading, all kindergarten students are assessed using DIBELS and data is reported to the state. All students (K-5) are assessed regularly using the district adopted basal series and information is shared and discussed with the CRT and principal. In addition, targeted students first through fifth may be screened on DIBELS, DAR, or other research based assessments. Students having difficulty meeting grade level criteria receive an additional reading block. Based on the state's data, Shell Elementary did not meet district or state averages on the 2008 FCAT Reading test for students scoring a Level 3 or higher. Continued emphasis must be placed to ensure that all students are successful and meet Federal AYP requirements. For the 2008-2009 academic year, the district is implementing Macmillan-McGraw Hill basal reading series which we feel help all of our students be more successful.

In the area of math, all students are assessed regularly using the district adopted basal series and information is shared and discussed with the Curriculum Resource Teacher (CRT) and principal after each chapter/cluster unit test. In addition, targeted students may receive additional support through small group sessions or afterschool tutoring. Based on the state's data, Shell did not meet district or state averages on the 2008 FCAT test for students scoring a Level 3 or higher in grades three through five. Strategies will be implemented to ensure all subgroups meet the Federal AYP criteria.

The attached plan includes:

- \*Professional development that supports enhanced and differentiated instructional strategies to improve teaching and learning.

- \*Continuous use of disaggregated student achievement data to determine effectiveness of instructional strategies. This data will be used to identify individual student's strengths and weaknesses and determine the effectiveness of the teaching and learning strategies that are being used in the classroom.

- \*Ongoing formal and informal assessments are given at the level which students will be tested on by the state through targeted SSS benchmarks. These assessments will monitor individual student progress, including SSS mastery, and to redesign instruction as needed.

- \*In-School alternative instructional methods are based on SSS benchmarks according to each student's individual academic needs as defined by these mini-assessments.

- \*Strategies to ensure students are taught on their instructional level to promote academic

growth.

## NCLB Public School Choice

**Note: Required for Title I**

During the 2007-2008 school year, Shell provided communication in native languages as needed with the assistance district staff. Written communication is sent home in the students' native language.

As a result of receiving a "D" school grade and not meeting AYP requirements in reading and math, Shell is listed as a SINI5 school. Parents were notified of Public School Choice options in accordance with the required FDOE timeline. All parents were notified via US mail.

Other methods of communication include:

\*Teacher and staff phone calls to families

\*Grade level weekly or monthly newsletters

\*Parent-teacher meetings to discuss child's progress, develop Progress Monitoring Plans (PMP), or Individual Education Plans(IEP).

\*Report cards and interim reports

\*Open House within the first month of school to review Title 1 requirements, expectations, and answer questions about their child's school.

\*Meet your teacher is held the Friday before school begins.

\*Staff accessibility, opportunities to volunteer, and participate in their child's class, and observation of classroom activities.

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

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

## Pre-School Transition

**Note: Required for Title I**

The community and school collaborate to prepare children and families for children's success in school. Headstart/VPK and kindergarten students utilized Parent Packs: which are designed to involve parents and students in activities at home that promote appropriate kindergarten skills development. Headstart/VPK and kindergarten students are assessed using the State Approved FLKRS Test.

# MENTORING AND EXTENDED LEARNING OPPORTUNITIES

## Teacher Mentoring

Note: Required for Title I

Beginning teachers participate in the Alachua County Teacher Induction Program. Each beginning teacher is provided with teachers trained as mentors and a support team appointed by the principal. Mentors collaborate with their assigned teacher and develop the Professional Development Plan and coordinate training sessions to strengthen teaching strategies.

The CRT and Reading Coach facilitate on-going schoolwide staff development and model direct instruction as well. Regular meetings are held for assessment review and utilization of BEST practices and resources to ensure optimal learning for all students with emphasis on low achieving students. Additionally, veteran teachers serve as mentors in various other capacities: practicum students; student interns; team leaders. The school's leadership team (Curriculum Resource Teacher, Behavior Resource Teacher, Guidance Counselor, and Reading Coach) also serve as mentors.

No Attached Teacher Mentoring List

## Extended Learning Opportunities

Note: Required for Title I

The Extended Day Enrichment Program (EDEP) provides a scheduled time for homework and /or individual tutoring.

After-school tutoring is offered two days per week for students who need additional support in reading, mathematics, and writing. The students receive one hour of tutoring for each session. Teacher/Tutors will be working with struggling students on a daily basis.

Parents may check out materials to use at home through the Title 1 resource room.

Third grade students who scored Level 1 or 2 on the FCAT reading assessment are provided an extended school year program by the district. The school provides additional summer reading classes for other grade levels through Title 1 funding.

Due to Shell's status of SINI5, students on free and reduced lunch status will be offered free tutoring services as outlined through NCLB.

## SCHOOLS GRADED C OR BELOW

### Professional Development

\*Teachers trained in Macmillan-McGraw Hill utilizing differentiated instructional strategies embedded in the curriculum.

\*Training in GEMS and AIMS to promote hands-on, real life learning.

\*Modeling by math and reading consultants.

\*Training in the use of manipulatives to enhance instruction.

\*Push-in training to enhance instruction for struggle students.

\*Teacher/Tutor training to enable mastery of benchmarks for lowest quartile.

### Disaggregated Data

The staff believes that on-going assessment is the key to effective teaching and Shell Elementary's model provides for ongoing formal and informal assessments at levels students will be tested on FCAT targeted SSS benchmarks. FCAT and Stanford 10 data is reviewed and discussed among the CIM team, classroom teachers, Curriculum Resource Teacher (C.R.T.), Reading Coach, and principal to determine if the curriculum needs to be modified, resources purchased, additional support given for targeted students, or professional development is needed for staff.

### Informal and Formal Assessments

In reading, all kindergarten students are assessed using DIBELS and data is reported to the state. All students (K-5) are assessed regularly in the district adopted basal series and the information is read and discussed with the CRT and principal. In addition, targeted students in grades first through fifth may be screened on DIBELS, DAR, or other research based assessments.

In the area of math, all students are assessed regularly in the district adopted basal series and information is shared with the CRT and the principal after each chapter/cluster unit test.

During the 2008-2009 school year, grades three through five will be participating in on-track testing which is district wide. These tests will provide monitoring of students' progress towards SSS benchmarks in the areas of Reading, Math, and Science.

### Alternative Instructional Delivery Methods

Shell will use data collected from pre-assessments to ability group reading students to accommodate students' instructional level. This will allow for remediation as well as acceleration.

Low performing students will receive extra tutoring through Teacher/Tutors, low SES tutoring, and after-school tutoring. Additional resources will be provided through the use of the push-in pull-out model, instructional aids, and increasing the use of technology and manipulatives.

Students will participate in enrichment activities weekly through the integration of Music and Art into the core curriculum.

## SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

## Academic and Career Planning

## GOALS

### Goal: Reading

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

**\*Needs Assessment:**

Assessment data indicates the following:

1. No
2. No
3. No
4. No, the percent of students making level 3 or above on FCAT fell from 77% in 2005-2006 to 61% in 2006-2007. The percentage decreased again from 61% to 55% in 2007-2008.

**\*Objective:**

For the 2008-2009 school year, sixty-five percent of students in each identifiable subgroup will score at or above proficiency level of three on the reading portion of the FCAT or that subgroup will show a ten percent (10%) decrease in the number of students scoring level 1 or level 2. At the school site, students may also demonstrate a year's growth in basic reading skills based on the Macmillan-McGraw Hill criteria, district SSS assessments (grades 3-5), or DIBELS. The school will meet or exceed academic achievement requirements for the federal/state/district defined adequate yearly progress and/or at least eighty (80%) of the students will demonstrate a year's growth in the mastery of the district basal reading criteria and fluency assessments.

**\*Strategies:**

\*Conduct beginning of the year DIBELS, and Macmillan-McGraw Hill assessment for students K-5 and provide results to parents. Students will be instructed using innovative, interdisciplinary instructional units based on the Sunshine State Standards and Grade Level Expectations. \*Students will receive at least 90 minutes daily of uninterrupted reading/language arts instruction in grades one through five as described in the Just Reads Florida plan. (Who: Principal, Teachers, Reading Coach, and CRT When: on-going) \* Implementation of newly adopted Macmillan-McGraw Hill Reading basal series in grades K-5. (Who: Teachers, Reading Coach, CRT When: August 2008-June 2009 Fund: District) \*Analyze stanford 10 and FCAT reading data and place special emphasis on any areas of weakness at each grade level. (Who: Teachers, Shell's CIMS team, Title 1, CRT, Reading Coach, Principal When: May-August 2008) \*Develop plan/scheduling for additional resources to assist low/high students in the regular classroom. (Grade levels, Principal, CRT, CIMS team, Title 1, Reading Coach When: May-August 2008) \*Students scoring in lowest quartile on Stanford 10 or FCAT Reading will receive additional intensive remediation. (Who Title 1, Teacher/Tutors, ESE When: On-going Fund: Title 1) \*Emphasis on Mastery Learning Approach and the Florida Continuous Improvement Model (FCIM), which includes the best practices in assessment, instruction, re-teaching, and re-assessment. (Who: All teachers When: on-going) \*Grade level use yearly plan for implementation of and assessment for Macmillan-McGraw Hill basal

	<p>series. (When: On-going Who Reading teachers, CRT, Reading Coach)*Implementation of consistent guidelines for school wide AR requirements and ways to award points to non-AR books. (Who: Teachers, CRT, Reading Coach When: on-going)*Students in grades one through five will participate in the Accelerated Reading program. (Who: Reading Teachers When: on-going)*Use of reading software/hardware such as Earobics Literacy program, Leap pads, etc. to assist students' specific needs.(Who: Reading teachers, CRT, Reading Coach, Title 1 When: on-going)*Target essential skills on morning announcements and incorporate these skills through all content areas.(Who: Teachers, Principal When: on-going)*Daily targeted essential skills are posted in the classroom during instruction. Who: Reading teachers When: on-going)*Investigate push-in model for reading instruction for students who are not more than one year below grade level in reading.(Who: Teachers, Title 1, Teacher/Tutors, Reading Coach When: on-going)*Implementation of SRA Early Interventions in Reading, Language for Learning and other research-based supplemental reading curriculum to assist struggling students in grades kindergarten and grade 1.(Who: Title 1 and ESE teachers When: on-going)*Continue to instruct students in effective test taking strategies. Incorporate short- and extended-response items in lessons and/or test items for students to implement or teacher modeling strategies.(Who: Teachers When: on-going)*Implementation of Sunshine State Standards in daily lessons.(Who: Teachers When: on-going)</p> <p>Supplement Educational Services (SES) will be offered to all students after school.</p>
<p><b>* Evaluation:</b></p>	<p>Students will meet or exceed Federal/State/District criteria using the FCAT Reading test: *Sixty-five percent (65%) of the total school population will score at/or above the Level 3. *Sixty-five percent (65%) of the students in each identifiable subgroup will score Level 3 or above or that subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 or *At least eighty percent (80%) of students will demonstrate growth in basic reading skills based on pre- and port-screening using DIBELS. Or *Atleast sixty-five (65%) of first through fifth graders will meet district/school criteria for mastery on SSS through benchmark assessments and/or there is a ten (10%) decrease in the number of students scoring in the lowest quartile.</p>
<p><b>* Evidence-based Program(s):</b></p>	<p>*Macmillan-McGraw Hill Reading Series *SRA Early Intervention Readers *Earobics *Leap Pads *DIBLES *DAR *Accelerated Reader</p>
<p><b>* Professional Development:</b></p>	<p>*Training on implemented programs such as Macmillan-McGraw Hill Reading, Earobics, Leap Pads, AR, DIBELS, SRA Early Intervention Readers, etc. (Who: District, Title 1, Team Leaders, CRT, Reading Coach, Teacher/Tutors When: Fall 2008 and as needed) *How to use diagnostic assessment data and correlate activities to assist in meeting individual student's needs. (Who: CRT, Title 1, ESE team, Reading Coach When: As needed)*Train teachers on the F.C.I.M. 8 step model. (Who: School-based CIMS team and Title 1 When: August 2008)*Train teacher on Macmillan-McGraw Hill differentiated instruction model.(Who: District When: June-August 2008)*Meet with teachers new to Shell to review curriculum procedures, expectations, and practices. (Who: CRT and Team Leaders When: on-going)*Training on effective reading instruction: Fluency, comprehension, vocabulary, decoding and phonemic awareness (Who: Reading Coach, CRT, Title 1 When on-going)</p>

<b>*Objective:</b>	
<b>*Strategies:</b>	
<b>*Evaluation:</b>	
<b>*Evidence-based Program(s):</b>	
<b>*Professional Development:</b>	

**Budget:**

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

Description of Resources	Funding Source	Available Amount	
Macmillan-McGraw Hill	District, Title 1	\$0.00	
			<b>Total: \$0.00</b>

**Technology**

Description of Resources	Funding Source	Available Amount	
Earobics, Leap Pads, FCAT Explorer	District/ State Funded	\$0.00	
			<b>Total: \$0.00</b>

**Professional Development**

Description of Resources	Funding Source	Available Amount	

Macmillan-McGraw Hill, Push-in/Pull-out Teacher/Tutor	District Funded, Title 1	\$69,330.24	
			<b>Total: \$69,330.24</b>
<b>Other</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
Stipend for intensive remediation	Lottery/ Advance Placement	\$2,500.00	
			<b>Total: \$2,500.00</b>
			<b>Final Total: \$71,830.24</b>

**\*Non-Highly Qualified Instructors:** All Kindergarten through fifth grade classroom teachers, ESE teachers, and teacher tutors are highly qualified teachers of reading. The school's Reading Coach, Amy Robertson has a State of Florida Reading Endorsement.

*End of Reading Goal*

**Goal: Mathematics**

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

**\*Needs Assessment:** Assessment data indicated the following:

1. No
2. Yes
3. Yes
4. No, fifty-five percent (55%) of students scored a Level 3 or above in 2005-2006, increased slightly in 2006-2007 to sixty-two percent (62%), then fell to forty-seven percent (47%)

<p><b>*Objective:</b></p>	<p>All students will meet or exceed performance standards as measured by state and federal guidelines.</p>
<p><b>*Strategies:</b></p>	<p>*Provide students with uninterrupted mathematics instruction in grades one through five. *Implementation of Calendar Math, AIMS, GEMS, and other resources. (Who: Teachers When: on-going)          *Use of math manipulatives will be utilized at all grade levels to introduce concepts and emphasize application of skills. (Who: Teachers When: on-going)          *Use of available resources such as Barbara Minter, District Math Consultant and Harcourt Consultant to enable teachers to assist students in mastering the targeted skills. (Who: Math teachers, Barbara Minter, Harcourt Consultant, CRT When: on-going)          *Students will receive daily teacher directed instruction in mathematics skills and problem solving strategies in grades one through five. *Grade levels use yearly plan for implementation and assessment for Harcourt basal series. (Who: Math teachers, CRT When: on-going) *Designate time in math block scheduling to provide regrouping for remediation, extension, or enrichment activities. (Who: CIMS team, grade levels, CRT When: August 2008)          *Provide students with computer assisted instruction and Harcourt mathematics software to support the mathematics program and assist targeted students.          *Incorporate class activities and/or test items that include gridded responses and short and extended responses to questions. (Who: math teachers When: on-going through school year)          *Utilize the Inclusion Model for Exceptional Students at Grades K-5 *Inclusion teachers/paraprofessionals work and plan regularly with Math teachers to provide optimal learning environment for ESE students. (Who: ESE teachers, paraprofessionals, math teachers When: on-going)          *The faculty will review and analyze achievement data and monitor student performance in order to plan and implement best teaching practices. *Implementation of the Florida Continuous Improvement Model in analyzing data and development of instruction based on student results. (Who: Principal, CIMS team, Teachers When August 2008-June 2009)          *Pull-out and after school tutoring will be provided to students scoring in the lowest quartiles. (Who: selected staff, CRT, Title 1 When: on-going)          *Implementation of district's math assessments to measure mastery of SSS in grades three through five and use data to drive instruction. (Who: District, Teachers, CRT, Principal, CIM team When: September 2008-May 2009)          *Provide support instructional material to parents.          *Supplemental Educational Services (SES) will be offered to students after school.</p>
<p><b>*Evaluation:</b></p>	<p>Students will meet or exceed federal/state/district criteria using the FCAT Math test: Sixty-two percent (62%) of the total school population will score at/or above the Level 3. Sixty-two percent (62%) of the students in each identifiable subgroup will score Level 3 or above or that subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2. And/or the school will meet locally defined criteria of at least eighty percent (80%) of students K through 5 will demonstrate mastery of math skills based on the Harcourt mathematics tests.</p>
<p><b>*Evidence-based Program(s):</b></p>	<p>Research-based programs utilized for students K-5: Harcourt Mathematics; Holt Mathematics; A.I.M.S.; GEMS; Calendar Math.</p>

**\*Professional Development:** \*Teacher training and modeling by Harcourt consultant (Who: Grades 3-5, CRT, Harcourt Consultant When: throughout school year)\*Teacher modeling and mentoring by District Consultant(Who: All grades, Barbara Minter, CRT, When: on-going throughout school year)\*Train teachers on the FCIM 8 step model. (Who: School based CIM team, Title 1 When August 2008)\*Meet with new teachers to review curriculum procedures and practices(Who: CRT, Team leaders When: Pre-planning)\*Math committee will identify essential workshops. Teachers participating will share information with teachers.(Who: Teachers When: on-going)

**\*Objective:**

**\*Strategies:**

**\*Evaluation:**

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

**\*Professional Development:**

**Budget:**

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

Description of Resources	Funding Source	Available Amount
Harcourt Brace, Calendar Math, GEMS, AIMS	District Funded, Title 1, Title II	\$0.00

**Total: \$0.00**

**Technology**

Description of Resources	Funding Source	Available Amount
Harcourt on-line, FCAT Explorer	District, Title 1	\$0.00

Total: \$0.00

**Professional Development**

Description of Resources	Funding Source	Available Amount
District Consultant, Harcourt Consultant	District, Title 1	\$0.00
GEMS Training	Create	\$500.00

Total: \$500.00

**Other**

Description of Resources	Funding Source	Available Amount
Stipends for intensive remediation	Lottery, Advance Placement	\$2,500.00

Total: \$2,500.00

**Final Total: \$3,000.00**

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

All Kindergarten-fifth grade classroom teachers and ESE teachers are highly qualified teachers of mathematics.

*End of Mathematics Goal*

Goal: Writing

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

<b>*Needs Assessment:</b>	No. The percentage decreased slightly from eighty-eight (88%) in 2006-2007 to eighty-four percent (84%) in 2007-2008.
<b>*Objective:</b>	The school will meet federal/state/district criteria for writing. Ninety percent (90%) of students in each major demographic group will score at or above proficiency level on the writing portion of the FCAT or the number of students in the total population scoring level 3 or above will increase by one percent. Or the school will meet locally defined criteria of at least ninety percent (90%) of students will show growth or mastery on district-level criteria, based on Alachua County School's Writing Portfolio.
<b>*Strategies:</b>	<p>*Students will receive daily teacher directed writing instruction in grades K through five using grade level rubrics, expectations, vocabulary development, and school-wide writing continuum. (Who: Teachers, CRT When: on-going)</p> <p>*Students will utilize the Kathy Robinson writing program strategies in kindergarten through grade five integrating strategies into the Macmillan-McGraw Hill writing program. (Who: Teachers When: August 2008-June 2009)</p> <p>*Integrate writing in all content areas, using social studies and science resources available on the Internet and CD-ROMs. (Who: teachers When on-going)</p> <p>*Conduct after school tutoring in writing for students in fourth grade targeting the lowest quartile of students. (Who: Selected staff, CRT, Title 1 When: September 2008-February 2009)</p> <p>*Students will be instructed using innovative, interdisciplinary instructional units based on the Sunshine State Standards and Grade Level Expectations. (Who: Teachers When: on-going)</p> <p>*Utilize the Inclusion Model for Exceptional Students at Grades K-5. (Who: ESE, Teachers When: On-going)</p> <p>*Development of Progress Monitoring Plans for students in grades K-2 having difficulty in writing. (Who: Teachers, CRT When: on-going)</p>
<b>*Evaluation:</b>	Students will meet federal/state/district criteria: Ninety (90%) of all fourth-grade students will score at or above proficiency level of 3.0 on the narrative or expository writing portion of FCAT Writing+. Or the number of students scoring 3.0 or above will increase by one percent (1%) and ninety percent (90%) of students in each identifiable subgroup will score Level 3.0 or above on the FCAT Writing+ assessment. Or the number of students in that sub group scoring level 3.0 or above on the FCAT Writing+ will increase by one percent, or at least ninety percent (90%) of students will show growth or mastery on district-level criteria, based on Alachua County's Writing Portfolio criteria.
<b>*Evidence-based Program(s):</b>	*Just Write curriculum-Kathy Robinson *DOE Writing strategies *Macmillan-McGraw Hill Writing Program
<b>*Professional Development:</b>	*Provide training for all teachers on using rubric scoring of writing samples to ensure consistency across grade levels. (Who: Teachers, CRT When: Fall 2008) *Teachers trained on the Macmillan-McGraw Hill Writing Program (Who: District, Teachers, Peer Coaches When: Summer/Fall 2008)

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

Description of Resources	Funding Source	Available Amount	
Kathy Robinson, Macmillan McGraw Hill Writing	District	\$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	
District trainings on Rubric Scoring	District	\$0.00	
			<b>Total: \$0.00</b>

**Other**

Description of Resources	Funding Source	Available Amount	
Stipends for intensive remediation	Lottery, Advance Placement	\$1,000.00	
			<b>Total: \$1,000.00</b>
			<b>Final Total: \$1,000.00</b>

*End of Writing Goal*

## Goal: Science

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

<b>*Needs Assessment:</b>	The FCAT science mean scale score for students attending Shell in the 2008-2009 school year fell below district and state mean scale scores. Fifty-four percent (54%) of students scored a level 3 or above in 2006-2007. This percentage dropped significantly in 2007-2008 to seventeen percent (17%).
<b>*Objective:</b>	Forty-eight percent of fifth grade students will score at or above state and/or district averages on the FCAT science test.
<b>*Strategies:</b>	*Instruction offers hands-on, real life experiences and integrate the curriculum areas of reading, math, and writing skills. (Who: Teachers, CRT, Consultants When: on-going) **Implementation of Scott-Foresman science curriculum at all grade levels. (Who: Teachers When: On-going) *Implementation of math/science strategies through the arts. (Who: CRT, Resource Team When: on-going) *Teachers will incorporate short- and extended- response practice and modeling in their lessons. (Who: All Teachers When: On-going)
<b>*Evaluation:</b>	Students will meet or surpass the criteria set by the federal/state/district.
<b>*Evidence-based Program(s):</b>	Scott-Foresmann Science; A.I.M.S., GEMS
<b>*Professional Development:</b>	*Teachers in grades four and five will continue to review State scoring practices for short and extended responses. (Who: CRT, fourth and fifth grade teachers When: Fall 2008 and Spring)

2009)\*Continue to identify needs at each grade level for futher workshops to ensure state standards are mastered.(Who: Teachers, CRT When: Fall 2008 and on-going.

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
Scott-Foresman, AIMS, GEMS	District	\$0.00	
			<b>Total: \$0.00</b>
<b>Technology</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
Scott-Foresman On-line	District	\$0.00	
			<b>Total: \$0.00</b>
<b>Professional Development</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
GEMS Training	Create	\$500.00	
			<b>Total: \$500.00</b>

Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
			<b>Final Total: \$500.00</b>

<b>*Non-Highly Qualified Instructors:</b>	All classroom teachers are highly qualified teachers of science.
---	--

*End of Science Goal*

## Goal: Parental Involvement

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

<b>*Needs Assessment:</b>	<p>Parents Survey:</p> <ul style="list-style-type: none"> <li>•Number Sent: 197 Number Returned: 82 Percent Returned: 41</li> <li>•Narrative of results:</li> </ul> <p>At least ninety-two percent feel that:</p> <ol style="list-style-type: none"> <li>1. The school uses technology as a tool for learning.</li> <li>2. Students are given the opportunity to be creative.</li> <li>3. They find that the school is a safe place (drug, alcohol, and weapon free).</li> <li>4. Students work cooperatively with persons of different backgrounds.</li> </ol> <ul style="list-style-type: none"> <li>•Additionally, parents feel that an adult education program should be provided for them; and health screening and other community services should be available for students and their families.</li> </ul> <p>The school will continue to offer programs and activities for families to be actively involved in their child's education. New parents entering Shell will be informed of opportunities available to them.</p>
<b>*Objective:</b>	Provide opportunities for involving all parents in school improvement and student performance accountability. One-hundred percent of parents will be invited to become an active member in their child's education through attendance at school events, workshops, and conferences.

<p><b>*Strategies:</b></p>	<ol style="list-style-type: none"> <li>1. Facilitate family involvement in all areas of each student's education and general well being utilizing the Family Support Team.</li> <li>2. Implement specific models of effective communication and other inservice activities to promote the school and family relationship.</li> <li>3. Conduct Partner's in Education luncheons with local community members.</li> <li>4. Provide a parent liaison and parent resource room.</li> <li>5. Parent compact and parent involvement policy designed utilizing Title 1 format are distributed along with Title I Parent Rights booklet.</li> <li>6. Provide workshops for parents on parenting and educational skills.</li> </ol>
----------------------------	--

<p><b>*Evaluation:</b></p>	<p>Parent involvement will be assessed utilizing data from the Title I parent involvement documentation and the 2008-2009 Climate Survey.</p>
----------------------------	---

<p><b>*Evidence-based Program(s):</b></p>	<p>Utilize the NCLB parent requirements and strategies for increasing parent involvement.</p>
---	---

<p><b>*Professional Development:</b></p>	<p>Provide parent and/or staff training in the following areas:</p> <ol style="list-style-type: none"> <li>a. tutoring (reading, writing, and math)</li> <li>b. study skills, organizational skills, student planners</li> <li>c. homework strategies and tips</li> <li>d. conflict resolution/morning meetings/family meetings</li> <li>e. grade level expectations, Sunshine State Standards, and instructional materials</li> <li>f. writing (Expository and Narrative)</li> <li>g. FCAT</li> </ol>
--	--

**Budget:**

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

Total: \$0.00

**Technology**

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

Total: \$0.00

**Professional Development**

Description of Resources	Funding Source	Available Amount
GED Nights, Parenting classes, Understanding PMP, EPT, FBA, AYP, and FCAT	Title 1	\$1,200.00

Total: \$1,200.00

**Other**

Description of Resources	Funding Source	Available Amount
Child Care Services for workshops and parent meetings, materials/supplies	Title 1	\$800.00

Total: \$800.00

Final Total: \$2,000.00

*End of Parental Involvement Goal*

## Goal: Return on Investment

<b>Needs Assessment:</b>	Provide opportunities for involving all stakeholders as active partners in achieving school improvement and educational accountability. Our school's percentile ranking is currently at 39%.
<b>Objective:</b>	Our school's ROI percentile ranking will increase.
<b>Strategies:</b>	<ul style="list-style-type: none"><li>*Use student data analysis to find or construct more effective educational strategies that meet the needs of students and staff.</li></ul> Strategies to improve annual learning gains: <ul style="list-style-type: none"><li>*Identify lowest quartile students early and provide additional assistance (extending learning opportunities, small groups, tutorials, and progress monitors).</li><li>*Provide strategies to parents for their student's academic improvement (parent workshops, trainings).</li><li>*Continue to provide high quality teacher professional development and monitor its implementation.</li><li>*Implement Florida Continuous Improvement Model</li></ul> Strategies to lower the cost per weighted full time equivalent (FTE) student: <ul style="list-style-type: none"><li>*Reallocate school resources to better implement teaching, learning, and class-size mandates.</li><li>*Purchase evidence-based materials and use them effectively.</li><li>*Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Parent Involvement guides.</li><li>*Utilize school and district in-service training.</li></ul>
<b>Evaluation:</b>	The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI index.

*End of Return on Investment Goal*

## ADDITIONAL GOALS

Additional Goal: Air Quality			
<b>Needs Assessment:</b>	Health concerns that are believed to be building related will be reported to the principal (preferably in writing).		
<b>Objective:</b>	IEQ concerns will be minimized by focusing on prevention.		
<b>Strategies:</b>	Each year as part of the annual inspection, the school will be screened for moisture problems, housekeeping problems, and chemical storage problems. The Maintenance Department will screen heating, ventilation, and air conditioning systems for proper operation and adequate ventilation.		
<b>Evaluation:</b>	A record of the District Plan/Annual Report will be maintained.		
<b>Evidence-based Program(s):</b>			
<b>Professional Development:</b>			
<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	
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>	
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>

*End of Air Quality Goal*

## Additional Goal: Health

<b>Needs Assessment:</b>	Students will develop healthy living habits and improve their physical fitness level.
<b>Objective:</b>	Implementation of wellness program to promote a healthy lifestyle through nutrition and physical fitness.
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. All students in grades K-5 will participate in the district's plan for physical fitness and health.</li> <li>2. The school nurse will provide hearing and vision screenings and other health related services and this information will be</li> </ol>

	<p>communicated to parents in accordance with district policy.</p> <p>3. The cafeteria manager will collaborate with the principal and Physical Education teacher to explore ways to provide staff and students with healthy menu and snack choices.</p> <p>4. Red Ribbon activities and the Mendez Drug-Free education program will be provided to students and staff.</p> <p>5. Community speakers will be utilized to support healthy living habits.</p>
<b>Evaluation:</b>	Data from the 2008-2009 climate survey and physical fitness data will be utilized to assess students' and staff's knowledge of healthy living habits.
<b>Evidence-based Program(s):</b>	Presidential Physical Fitness Program and the Mendez Drug-Free Program are researched-based.
<b>Professional Development:</b>	Training opportunities will be provided in the Wellness and Mendez Programs.

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

*End of Health Goal*

## Additional Goal: Safety & Environment

**Needs Assessment:** Stakeholders in collaboration with the School Advisory Council have emphasized the following areas: school-wide safety; consistent school-wide discipline plan; character education; Getting Along conflict resolution skills.

**Objective:** To emphasize a school-wide discipline plan utilizing Getting Along conflict resolution, positive reinforcements, and parental involvement.

**Strategies:**

1. All students will participate in the Getting Along Component of conflict resolution.
2. All students will participate in the Alachua County Character Education Program.
3. Second Step will be utilized school-wide.
4. Students will participate in social skills lessons conducted by teachers, guidance counselor, and BRT.
5. The school discipline and safety committee will coordinate emergency drills.

	6. Parents and students will sign and return the Student Code of Conduct "Receipt of Acknowledgement."
<b>Evaluation:</b>	Data from the 2008-2009 climate survey and records documenting school safety strategies will be used to assess safety.
<b>Evidence-based Program(s):</b>	SFA researched-based Getting Along Component, Second Step, and the Alachua County Character Education Program will be utilized school-wide.
<b>Professional Development:</b>	Training will be provided for staff: Second Step; Getting Along; First Aid; safety and emergency drills.

**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	

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

*End of Safety & Environment Goal*

**Additional Goal:**

**Needs Assessment:**

**Budget:**

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

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

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Macmillan-McGraw Hill	District, Title 1	\$0.00
Mathematics	Harcourt Brace, Calendar Math, GEMS, AIMS	District Funded, Title 1, Title II	\$0.00
Writing	Kathy Robinson, Macmillan McGraw Hill Writing	District	\$0.00
Science	Scott-Foresman, AIMS, GEMS	District	\$0.00
			<b>Total: \$0.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Earobics, Leap Pads, FCAT Explorer	District/ State Funded	\$0.00
Mathematics	Harcourt on-line, FCAT Explorer	District, Title 1	\$0.00
Science	Scott-Foresman On-line	District	\$0.00

Total: \$0.00

**Professional Development**

<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Macmillan-McGraw Hill, Push-in/Pull-out Teacher/Tutor	District Funded, Title 1	\$69,330.24
Mathematics	District Consultant, Harcourt Consultant	District, Title 1	\$0.00
Mathematics	GEMS Training	Create	\$500.00
Writing	District trainings on Rubric Scoring	District	\$0.00
Science	GEMS Training	Create	\$500.00
Parental Involvement	GED Nights, Parenting classes, Understanding PMP, EPT, FBA, AYP, and FCAT	Title 1	\$1,200.00

Total: \$71,530.24

**Other**

<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Stipend for intensive	Lottery/ Advance	\$2,500.00

	remediation	Placement	
Mathematics	Stipends for intensive remediation	Lottery, Advance Placement	\$2,500.00
Writing	Stipends for intensive remediation	Lottery, Advance Placement	\$1,000.00
Parental Involvement	Child Care Services for workshops and parent meetings, materials/supplies	Title 1	\$800.00
			<b>Total: \$6,800.00</b>
			<b>Final Total: \$78,330.24</b>

## SCHOOL ADVISORY COUNCIL

### School Advisory Council (SAC) Membership Compliance

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

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

### SAC Involvement

The School Advisory Council is composed of eight members representing parents, teachers, career service, administration and community. The council meets monthly on the second Tuesday at 4:30 p.m. The established agenda addresses council input in the planning, implementation, and evaluation of the School Improvement/Title 1 Plan. The council participates in staff development on an as needed basis . Additionally, members discuss and give input regarding the budget allocations of funds from Lottery, Advanced Placement, and Title 1 in order to support curriculum for student achievement.

## SAC Members

Members
1) Dr. Gladys S. Wright, Principal
2) Amy Robertson, Teacher
3) Kutura Godbolt, Teacher
4) La'Shonda McKinnon, Parent
5) Kathy Holt, Parent
6) Meredith Henry, Community Member
7) George Pinkney, Community Member
8) Linda Nettle, School Support Personnel

## IMPLEMENTATION EVALUATION

Chester Shell Elementary follows the Florida's Continuous Improvement Model (FCIM) which uses data to drive decisions about instructional strategies. Our school improvement process is designed to provide frequent and accurate information to our teachers, students, and their parents, regarding each student's progress towards mastering the Sunshine State Standards (SSS). This process is aligned to the curriculum, instructional strategies, assessments, and staff development. It identifies strategies for monitoring the process of each student.

The staff believes that on-going assessment is the key to effective teaching and Shell Elementary's model provides for ongoing formal and informal assessments at levels students will be tested on FCAT targeted SSS benchmarks. FCAT and Stanford 10 data is reviewed and discussed among the CIM team, classroom teachers, Curriculum Resource Teacher (C.R.T.), and principal to determine if the curriculum needs to be modified, resources purchased, additional support given for targeted students, or professional development is

made available for staff.

Progress towards SSS benchmark mastery will be assessed as follows:

September-Summative

October-Formative

December-Summative

January-Formative

May-Summative

# REPORTING

## Baseline Data Report

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

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

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

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

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

FCAT Assessed Grade Level: 6										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	<b>Reading Baseline Data</b>		<b>Mathematics Baseline Data</b>		<b>Writing Baseline Data</b>		<b>Science Baseline Data</b>		<b>Baseline Data</b>	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										



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

**Baseline data aggregated at school level**

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

---

*End of **Baseline Data Report***

# AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2														Alachua CHESTER SHELL ELEMENTARY SCHOOL 0281													
Number of students enrolled in the grades tested: <a href="#">Click here to see the number of students in each grade level.</a>										Read: 104 Math: 104		2007-2008 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?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math			
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N
4	100	Y	100	Y	45	N	41	N			Y			NA	46	55	NA	53	59	NA	47	NA	49	NA			
E	100	Y	100	Y	54	N	50	N			NA			NA	43	46	NA	50	50	NA	53	NA	58	NA			
	100	Y	100	Y	36	N	32	N			NA			NA	56	64	NA	58	68	NA	44	NA	43	NA			
NIC		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA			
		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA			
CAN N		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA			
DOMICALLY VANTAGED	100	Y	100	Y	42	N	40	N			NA			NA	50	58	NA	56	60	NA	46	NA	45	NA			
SH WAGE ERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA			
ENTS WITH ILITIES		NA		NA		NA		NA			NA			NA			NA	79		NA		NA		NA			

2007 Adequate Yearly Progress (AYP) Report - Page 2														Alachua CHESTER SHELL ELEMENTARY SCHOOL 0281													
Number of students enrolled in the grades tested: <a href="#">Click here to see the number of students in each grade level.</a>										Read: 107 Math: 107		2006-2007 School Grade <sup>1</sup> : B		Did the School make Adequate Yearly Progress?				NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <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			
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N
4	99	Y	100	Y	54	Y	47	N			Y			NA	41	46	NA	56	53	N	56	NA	50	NA			
E	100	Y	100	Y	57	Y	50	N			NA			NA	33	36	NA	48	50	N	62	NA	51	NA			
	97	Y	100	Y	44	N	42	N			NA			NA		63	NA	62	58	N	45	N	44	NA			

NIC		NA		NA		NA		NA		NA		NA		NA		67		NA		NA		
		NA		NA		NA		NA		NA		NA		NA				NA		NA		
CAN		NA		NA		NA		NA		NA		NA		NA				NA		NA		
OMICALLY	98	Y	100	Y	50	N	44	N		NA		NA	43	48	N	58	56	N	53	Y	48	
SH		NA		NA		NA		NA		NA		NA		NA				NA		NA		
ENTS WITH	99	Y	100	Y	43	N	21	N		NA		NA		57	NA	75	79	N	47	N	41	
ILITIES																						

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2															Alachua CHESTER SHELL ELEMENTARY SCHOOL 0281							
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 121 Math: 121		2005-2006 School Grade <sup>1</sup> : C			Did the School make Adequate Yearly Progress? <sup>5</sup> 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> ).							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <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		
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N		
TOTAL <sup>4</sup>	100	Y	100	Y	60	Y	44	N	86		Y			NA	42	40	NA	59	56	N		
WHITE	100	Y	100	Y	72	Y	52	Y			NA			NA	39	28	NA	54	48	NA		
BLACK	99	Y	100	Y	45	Y	38	N			NA			NA	53	55	NA	72	62	Y		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	57	Y	42	N	84		NA			NA	42	43	NA	62	58	N		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		
STUDENTS WITH DISABILITIES	100	Y	100	Y	30	N	25	N			NA			NA	62	70	N	66	75	N		

## SCHOOL GRADE DATA

Alachua School District  
CHESTER SHELL ELEMENTARY SCHOOL  
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	55%	47%	84%	17%	203	<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>	40%	65%			105	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>	43% (NO)	70% (YES)			113	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					421	
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</b> <b>CHESTER SHELL ELEMENTARY SCHOOL</b> <b>2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	

<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	61%	62%	88%	54%	265	<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>	65%	57%			122	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>	59% (YES)	50% (YES)			109	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					496	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>B</b>	Grade based on total points, adequate progress, and % of students tested

<b>Alachua School District CHESTER SHELL 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>	77%	55%	87%	219	<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>	51%	59%		110	<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>	40% (NO)			40	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				369	
Percent Tested = 100%					Percent of eligible students tested
<b>School Grade</b>				<b>C</b>	Grade based on total points, adequate progress, and % of students tested