

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: ALIMACANI ELEMENTARY SCHOOL

District Name: Duval

Principal: Ms. Kathy Stalls

SAC Chair: Ms. Sharon Hernandez

Superintendent: Dr. William Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10-23-2009

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Florida Department of Education  
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Tallahassee, Florida 32399

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## VISION and MISSION STATEMENTS

The Vision of Alimacani is to provide an environment where education is a treasure and children are inspired to reach for their dreams.

### Mission Statement

Alimacani Elementary School is committed to providing a rigorous curriculum that inspires each learner to acquire knowledge in a safe environment. Alimacani implements Standards-Based best teaching educational practices that are imparted in an equitable manner in an effort to help each student realize their greatest level of academic, social, and physical achievement. Alimacani values the opportunity to foster relationships through communication among students, parents, educators, business partners and stakeholders.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Based on the Florida Comprehensive Assessment Test Alimacani has maintained a grade of A since 2004.

Alimacani opened its doors for the first time to students in August 1990. Alimacani is a Timucuan Indian word which is translated to mean "sweet land by the sea" – a most appropriate name since the school is located on the Intracoastal Waterway. When Ribault landed in 1562, he was greeted by Timucuan Indians from the Village of Alimacani. The sun and moon still light the land but their worshippers are gone. Their heritage has been preserved through Alimacani Elementary School and it is our legacy to future generations.

#### Unique School Strengths for Next Year

##### Unique School Strengths for Next Year

% Meeting High Standards in Writing Level 3 & Above:

2008: 80% 2009=90% (+10)

An increase in Science from 2008 of 54% to 2009 of 62% (+8)

%Making Learning Gains in Math: 2008=70% 2009=77% (+7)

Our principal believes teacher learning is essential for achieving our school goals. (SAI) Standards Assessment Inventory Leadership #5)

Teachers at our school learn how to use data to assess student learning needs. (SAI-Process #12)

Teachers at our school expect high academic achievement for all of our students. (SAI-Equity #37)

We are focused on creating positive relationships between teachers and students. (SAI-Equity #44)

We use research-based instructional strategies.

(SAI-Quality Teaching #25)

Communicating our school mission and goals to families and community members is a priority.

(SAI-Family Involvement #31)

Teachers work with families to help them support students' learning at home. (SAI-Family Involvement #55)

Our Extended Day Program supports and provides for a comprehensive primary Safety Net Program.

Our PTA is an integral component in the success of our students, staff, and stakeholders.

Alimacani has a major bank of volunteers that enhance the learning environment for students and staff.

#### Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year  
%Making Learning Gains in Reading 2008: 74% 2009: 63% (-11)  
% Of Lowest 25% Making Learning Gains in Math 5th Grade 2008: 69% 2009: 56% (-13)  
Alimacani Status as a Prevent 1 School: 2nd consecutive year where subgroup of (SWD) students did not make AYP in Math Proficiency Target was 68% Alimacani scored 52%  
We need to provide more opportunities for teachers to observe other's classroom instruction as one way to improve our teaching (SAI-Learning Communities #29)  
We need to set aside time to discuss what we learned from our professional development experiences (SAI-Evaluation #20)  
Our school needs to find a way to structure time for teachers to work together to enhance student learning (SAI-Collaboration #23)  
Percent of Students below grade level in Math 49  
SWD Safe Harbor Math/AYP  
48  
Only changed by 1% - We needed 44% to make 10%

#### Student Demographics

Student Demographics  
Alimacani currently serves PreK-5 students. The school currently serves 1008 students. We serve students with disabilities utilizing the Inclusion Model along with services provided by our Speech and Language Pathologists and other disability support services based on student needs.

The community area appears to have stabilized with respect to new building. There is a projected multi-family development project but to date there is not a start date for construction. Housing consists of moderate to high private residences with some apartment/town home communities as well as mobile homes.

Date: As of 9-10-09 Enrollment: 1007

PK: 17

KG: 190

1s: 156

2nd: 145

3rd: 171

4th: 166

5th: 162

Asian: 4.3%

Black: 12.0%

Hispanic: 9.9%

Mixed: 6.6%

White: 67.1%

Free-Reduced Lunch: 24%

Female: 467

Male: 522

#### Student Attendance Rates

Student Attendance Rates: Based on data from Alimacani's 2008-2009 school year the number of students absent 21 + days was 75 out of 988 students which equals 7%.

#### Student Mobility

Student Mobility Alimacani's Mobility Rate/now referred to by the state as a "Stability" Rate based on 2007-2008 data is: 96.6%

#### Student Suspension Rates

Student Suspension Rates: Based on 2008-2009 school year: 3%

#### Student Retention Rates

Student Retention Rates: Based on 2008-2009 school year: 1%

#### Class Size

Class Size: PRK/K-3: 17.55 4th-5th: 21.17

#### Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern  
NA

Partnerships and Grants

Partnerships and Grants

Alimacani will continue its strong partnership with the University of North Florida, Florida Community College, and Jacksonville University as evidenced in our participation in the educational intern program.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Ms. Katherine Stalls	BAE Elem Ed MEd Administration Supervision Certification: Elem. Ed. 1-6 Early Child Ed. K-2 School Principal K-12	4	14	<p>2009: Alimacani Elementary School Grade A 90% High Reading Standards Met 90% High Math Standards Met 90% High Writing Standards Met 62% High Science Standards Met AYP-No for SWD Math</p> <p>2008: Alimacani Elementary School Grade A 90% High Math Standards Met 88% High Reading Standards Met 80% High Writing Standards Met 54% High Science Standards Met AYP-No for SWD Math</p> <p>2007: Alimacani Elementary School Grade A 87 % High Math Standards Met 81% High Reading Standards Met 86% High Writing Standards Met 52% High Science Standards Met AYP-Yes</p> <p>2006: Jacksonville Heights Elementary School Grade B 68% High Math Standards Met 50% High Reading Standards Met 82% High Writing Standards Met AYP- Provisional for subgroups Black and ED</p> <p>2005: Jacksonville Heights Elementary School Grade A 72% High Math Standards Met 62% High Reading Standards Set 87% High Writing Standards Met AYP – Yes</p> <p>2004: Jacksonville Heights Elementary School Grade B 67% High Math Standards Met 56% High Reading Standards Set 90% High Writing Standards Met AYP - Yes</p>
Assis Principal	Ms. Alandrea Turner	Educational Leadership ESOL Endorsement ELA 5-	1	5	<p>Assistant Principal at Kernan Trail Elementary</p> <p>2008-2009: School Grade A, Reading mastery: 83%, Math mastery: 84%, Science mastery: 63%, Writing mastery: 84% AYP-No – 90% meeting the criteria. We did not meet the math proficiency criteria in the following subgroups: Black, Economically Disadvantaged and SWD; we did not meet the reading proficiency criteria with SWD students.</p> <p>2007-2008: School Grade A, Reading mastery: 83%, Math mastery: 81%, Science mastery: 50%, Writing mastery: 78% AYP-No – 92% met the criteria, SWD students did not meet the criteria in reading and math, and we did not meet the writing proficiency criteria because we dropped 2 percentage points.</p> <p>AYP-No 2006-2007: School Grade A, Reading mastery: 77%, Math mastery: 77%, Science mastery: 57%, Writing mastery: 80% AYP-Yes – 100% meeting the criteria.</p>

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Core Academic Content Areas	Mrs. Susan Rewis	Varying Exceptionalities	20	10	257 Grade Total Points % Meeting High Standards in Reading % Meeting High Standards in Math % Meeting High Standards in Writing % Meeting High Standards in Science % Making Learning Gains In Reading % Making Learning Gains In Math % of Lowest 25% Making Learning Gains in Reading % of Lowest 25% Making Learning Gains in Math Percent Tested AYP Year 2009 A 617 90 90 ( +2) 90 (+ 10) 62 (+8) 71 (-6) 77 (+ 7) 71 (+ 3) 64 (-6) 99 NO 2008 A 597 90 88 80 54 77 70 68 70 100 No 2007 A 555 87 81 86 52 65 65 57 62 100 Yes 2006 A 461 86 84 87 66 75 63 100 Yes 2005 A 486 87 79 89 80 73 78 100 Yes

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

## HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Alimacani follows the district recruiting guidelines	Principal & A.P.	June 2010 and beyond	
2. Alimacani requests and encourages teachers to add to their bank of professional development by attending targeted workshops conducted at the Schultz Center as well as school-based	Principal Assistant Principal Professional Development Facilitator School Instructional Coach	June 2010 and beyond	
3. Teachers are given the opportunity to discuss questions and concerns pertaining to instructional strategies, the use of student data to drive instruction, and analyzing student work products. Teachers are afforded the opportunity to observe in Model classrooms.	Principal Assistant Principal School Instructional Coach Classroom Teachers	June 2010	
4. Teachers in need of assistance are identified through performance evaluation and data indicating low student performance. Teachers are required to submit quarterly student data that promotes the current status of their instructional program.	Principal Assistant Principal	June 2010 and beyond	
5. Bi-weekly professional development with an on-site instructional coach and content area lead teachers communicate strategies & skills for diverse learners	Principal Assistant Principal Classroom Teachers Instructional Coach	June 2010	
6. Weekly participation in Professional Learning Communities with grade levels and/or teams to plan instruction and analyze both student work and data provides opportunities for student growth	Principal Assistant Principal Classroom Teachers Instructional Coach	June 2010	

## Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

## Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
66	0	18	39	45	27	100	1	15	0

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mr. Kenneth Kearney	Ms. Linda McCain	Instructional/Classroom Management Support	District Cadre Support Administrative Support Teacher will meet with support staff during biweekly professional learning community sessions in conjunction with monthly faculty meetings to discuss evidence-based strategies for the 5 E's of Science coupled with evidence of implementation based on his participation in the (CLC) Continuous Learning Cycle for Science. Time is given for feedback, coaching, and planning. District Cadre Support Administrative Support Teacher will meet with support staff during biweekly professional learning community sessions in conjunction with monthly faculty meetings to discuss evidence-based strategies for the 5 E's of Science coupled with evidence of implementation based on his participation in the (CLC) Continuous Learning Cycle for Science as well as Math Investigations coupled with conceptual understanding. Time is given for feedback, coaching, and planning.
Mr. Kerry McAlister	Ms. Linda McCain	Instructional/Classroom Management Support	District Cadre Support Administrative Support Teacher will meet with support staff during biweekly professional learning community sessions in conjunction with monthly faculty meetings to discuss evidence-based strategies for the 5 E's of Science coupled with evidence of implementation based on his participation in the (CLC) Continuous Learning Cycle for Science as well as Math Investigations coupled with conceptual understanding. Time is given for feedback, coaching, and planning
Mrs. Pam Holland	Ms. Linda McCain	Instructional/Classroom Management Support	District Cadre Support Administrative Support Teacher will meet with support staff during biweekly professional learning community sessions in conjunction with monthly faculty meetings to discuss evidence-based strategies for Writer's Workshop. Time is given for feedback, coaching, and planning.

ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

## Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Ms. Stalls, Principal & Mrs. Turner, Assistant Principal

Provides a common vision for the use of data-based decision-making, monitors the implementation of RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation requirements, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities

Mrs. Rewis, Instructional Coach/Technology

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment with implementation monitoring.

Mr. Monte, Guidance Counselor

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success, provides consultation services to general and special education teachers, parents, and administrators, provides group and individual student interventions, and conducts direct observation of student behavior.

Ms. Linda Sloan, Core Education Co-Facilitator

Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. This teacher will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Mrs. Lauren Foutz, Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching. Mrs. Foutz also provides information about school wide and class wide behavior, school/environmental culture and participates in behavioral data collection, provides professional development principles of Foundations/CHAMPS to faculty and staff, and collaborates with staff to implement behavioral interventions.

Mr Chong Yang, School Psychologist, serves as an academic and behavioral support specialist in developing and interpreting data to determine the level of intervention(s) that will address the needs of our diverse learners. Mr. Yang will consult with staff members in an effort to provide support for the implementation of the RtI plan coupled with expanding the knowledge base and application of strategies that match the needs of targeted learners.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

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The team will strive to meet once per month and focus on the following academic and behavioral components with reference to our Guiding Question: (2009-2010 is a field test year for RtI)

How do we develop and maintain a problem-solving system that will provide professional growth for each staff member and impact academic achievement for our students?

Additional Guiding Questions include:

What do we expect students to learn?

What will be used to determine if students have or have not met learning goals?

What steps will be taken when evidence indicates students have not met goals?

The Guiding Questions above will review current and past data trends, diagnostic data, and progress monitoring data. Using this information, the team will identify and adjust the professional development sessions in an effort to create and facilitate effective learning environments where students may maximize their learning opportunities.

Once Core Instruction/Tier I is in place, the team will identify students who are not meeting identified academic targets.

These students will be reviewed by the school-based RtI leadership Team

The team will use the Problem Solving Model to conduct all meetings. Based on conversations revolving around the data, the team will identify/focus on students who are in need of additional academic and/or behavioral support.

The Problem Solving Model consist of four steps:

Problem Identification

Problem Analysis

Intervention Design and Implementation

Evaluating

The Problem Solving Method promotes self assessment, self-correction, and when necessary, recycles in an effort to achieve the best outcomes for identified students. This process is supported by both IDEA and NCLB. Legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Intervention/Progress Monitoring Plans will be developed that identify targeted student needs.

Strategies/Skills as well as resources will be implemented as a means to increase the opportunity for identified student achievement.

Each student will receive the support of a facilitator assigned by the RtI team who will monitor the student(s) progress.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team will meet with the School Advisory Council (SAC) as well as the Alimacani Council to develop and review the 2009-2010 SIP. Historical data, information pertaining to Prevent I Status will target and address deficient areas.

Topics for review are inclusive of but not limited to:

FCAT scores: Lowest 25% with respect to Level 1 & 2 students as well as impacted subgroups

AYP subgroups

Monitoring of programs as well as mentoring/tutoring services for Rigor, Relevance, and Relationships

RtI facilitators will provide RtI professional development for the SAC/Alimacani Council and staff

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data:

(FCAT) Florida Comprehensive Assessment Test

Baseline Data

(F.A.I.R) Florida Assessment for Instruction in Reading/(PMRN) Progress Monitoring and Reporting Network

(DRA-2) Diagnostic Reading Assessment and (RR) Running Records  
 Ongoing Progress Monitoring  
 Duval County Benchmarks in Math and Science  
 Duval County/District Writing Assessments  
 Duval County Math/Science Formatives/Summatives  
 Grade Level Meetings, Team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes  
 Discipline Referrals, Attendance Data, and other Environmental Information  
 Midyear Data:  
 F.A.I.R.  
 DRA 2/RR  
 (PMRN) Progress Monitoring and Reporting Network  
 Ongoing Progress Monitoring  
 Duval County Benchmarks in Math and Science  
 Duval County/District Writing Assessments  
 Duval County Math/Science Formatives/Summatives  
 Grade Level Meetings, team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes  
 End of the Year Data:  
 F.A.I.R.  
 Florida Comprehensive Assessment Test (FCAT)  
 FCAT Writes  
 DRA 2/RR  
 Grade Level Meetings, team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes  
 Data Analysis with Instructional Implications will occur both during and at the end of each learning cycle. Every effort will be made to adhere as closely as possible to the district learning schedule.

Describe the plan to train staff on RtI.

RtI Representatives will attend the district workshops and debrief the Leadership Team followed by school-based review of the RtI components addressed during the workshop sessions during pre-planning, early dismissal, faculty meetings, and planning days.  
 The staff will be apprised of identified targeted areas and training will focus on school-wide, grade level and/or team, classroom, and individual student needs in an effort to use the problem solving model at different levels.  
 The school's Professional Development Plan will support learning opportunities for all staff in an effort to build rigor into instructional planning, implementation, and application in an effort to provide opportunities for the academic achievement of diverse learners.  
 The school will use data driven standards-based results that are conducted during planning days, early dismissals, and faculty meetings conducted during but not inclusive of:  
 Professional Learning Communities  
 Classroom Observations  
 Collaborative Planning  
 Analysis of student work/portfolios  
 Coaching Cycles that have an academic focus with an emphasis on Lesson Study as well as Professional Inquiry  
 Roll out of a Model RtI group during the 2009-2010 Field Test Time

### School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?  
 Strengths:  
 10 pt. increase in % Meeting High Standards in 4th grade Writing  
 4th grade Narrative: 90%  
 4th grade Expository: 86%  
 4th grade Combined: 90% 8 pt. increase in 5th grade Science 8 pt. increase in learning gains in math for 4th & 5th grade  
 5th grade Math: 79% (+10)  
 5th Economically Disadvantaged: 2008: 62% 2009: 72% increase  
 +5 pts. Increase in % of lowest 25% making learning gains in Reading for 4th & 5th grade All content strands in 4th grade reading received 100% 4th grade Geometry scored 6 of 7 possible pts. 86%

Weaknesses  
 5th grade Reading: 63%: (-11)  
 3rd grade Reading: Main Idea & Author's Purpose earned 16 of 24 possible pts. 5th grade % Of Lowest 25% Making Learning

Gains in Math: 56% (-13)  
SWD target 68% Alimacani SWD: 52%  
Alimacani has not made AYP for SWD in Math the last two years  
5th grade Math: Geometry earned 8 of 13 possible pts. 3rd grade Reading: Main Idea & Author's Purpose earned 16 of 24 possible pts.

#### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Alimacani will develop a focused instructional training calendar based on:  
State FCAT Data  
District Data Projections  
Teacher Diagnostics  
Benchmarks  
Student Portfolios  
The Leadership Team will meet with content area lead teachers to determine the focus based on disaggregated data results from 2009 FCAT Data and, Baseline benchmark assessments, then again Midyear as determined by data and finally in March 2010 as determined by the data results from teacher, district, and formative assessments as well as student portfolios and teacher assessment notebooks.

Teachers will require professional development on how to develop (IFCs) Instructional Focus Calendars since this is the first year in the District Accountability Model.

Teachers will reference Cognitive Complexity Classification for each content area as they review, develop, and administer assessments.

Teachers are responsible for determining the instructional focus for whole group, small group, strategy groups, and differentiated instruction groups.

to select benchmarks as well as assessments for and of learning.

Teacher instruction coupled with student practice, conferencing, and opportunities for re-teaching will be used to determine the length of benchmark learning cycle sessions.

Classroom observations, visitations, Look Fors, Focus Walks, monitoring data, lesson plan reflections, meetings, and conferences with teachers will provide ongoing monitoring and teacher support.

Teachers in need of additional support will be afforded the opportunity to meet with the content lead teacher and/or instructional coach as well as a mentor and will participate in all Professional Learning Community Meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: SWD Level 1 & 2 4th grade reading students Scored 44% - 4th gr. Students scored 16 out of 24 pts. on FCAT Main Idea/Author's Purpose  
Math: SWD Level 1 & 2 5th grade math students scored 46% on the FCAT - 4th gr. Students scored 5 out of 8 pts. on FCAT Measurement  
Science: 5th gr. students scored 8 out of 13 pts. on FCAT Science Strand Earth and Space  
Writing: Increase the school's percent 3.5 & above for FCAT Expository by 3 pts. 2009: 86%

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

- FCAT data analysis was used to determine student needs in addition to item analysis and analysis of learning gains by individual teachers, grade levels and teams as well as the entire staff.
- Comprehensive quarterly administrative review of accumulated student data will take place as a means of ongoing progress monitoring.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

- Teachers will align lesson plans and instructional delivery with Workshop Model Performance Standards as well as Sunshine State Standards as they meet weekly to determine student needs that revolve around strengths and weaknesses evidenced by classroom work and assessment results.
- Differentiated Instruction will address the needs of diverse learners and address the modalities of all learners at each level of mastery.
- Teacher meetings that address student work will afford each professional with the opportunity to use best teaching practices as well as maintain close adherence to district learning schedules for reading, writing, math, and science.

How are instructional focus lessons developed and delivered?

- Through the use of Common Planning Time, Professional Learning Communities, Team Meetings, and PLCs teachers implement lesson plans based on the instructional focus and needs of students in conjunction with PLC which affords teachers the opportunity to collaboratively develop lessons, observe classroom lessons, and revise lessons based on the diverse needs of students.
- The Instructional Coach in conjunction with content area lead teachers will craft and deliver lessons based on a review of student work, previous assessments and observations where students are struggling.
- Focused lessons are aligned to the Benchmarks and standards for each content area and cover those Benchmarks that are annually assessed on the FCAT.
- The lessons will be conducted during a 5 to 10-minute focused point during a skills block and/or class period.
- When students are not demonstrating mastery then ELA, Math, and Science Lead teachers along with the Principal, Assistant Principal, and Instructional Coach will review and conference around the need to drill lessons, Assessments For Learning and Assessments Of Learning to provide opportunities for mastery.

How will instructional focus lessons be revised and monitored?

- Lessons are revised and monitored through a reflection section that is aligned with SSS, Benchmarks, and Performance Standards for each content assessed on the FCAT.
- Student mastery will serve to determine lesson success and/or the need to re-teach. Teachers will review data from focus lessons and use the data to drive instruction.

How will teachers and administrators ensure that the focus lessons are effective?

- Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year.
- Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

## CHECK

### Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

What is the assessment used to determine student comprehension, based on the IFCs?

- Benchmark Assessments, Grade Level Assessments, Teacher Made Assessments, Cold Assessments, District Assessments, and State Assessments are examples of assessments used during the school year.
- Assessments will be based on the district calendar as well as teacher instructional learning schedules and at the end of a learning cycle.
- Mini-assessments will be based on the focus lessons to be administered.
- Approximately ten questions per Benchmark will be utilized for assessment purposes.
- The assessments will be administered monthly and/or based on the Learning Schedule.

How are assessments used to identify students reaching mastery and those not reaching mastery?

- Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.
- The assessment results will be used to determine the instructional focus of whole group lessons. An item Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.
- Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

### Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

- Teachers adhere to the district assessment calendar and build in strategy group assessments that target the instructional needs of each learner.
- Students will participate in enhancement activities that include higher order thinking skills, are based on hands-on activities, and promote inquiry based learning.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

- Teachers use weekly common planning time, bi-weekly early dismissal sessions, vertical team meetings that are typically held approximately three times yearly, and monthly faculty meetings.
- 3rd-5th grade Math and Science teachers will receive immediate feedback via MyTest Scan documents for learning schedule assessments that may include formatives.
- Teachers will receive immediate feedback from the F.A.I.R. Assessment through the use of the (EST) Electronic Scoring Tool Kit. They will use the data to analyze and differentiate instruction for each student.
- Meetings will be conducted by the content area lead teacher with a recorder for note taking. Notes will be given to the Leadership Team for review.
- Leadership Team members will rotate among meetings.

#### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

- The teaching & learning process is inclusive of but not limited to: Classroom Observations, Focus Walks, Look For(s), Quarterly review of student data and teacher lesson plans, Debriefing from the Instructional Coach, Attention to the Academic Looking Glass, coupled with recommendations for attending district training workshops.
- The Principal and Assistant Principal will meet with and/or review all data documents quarterly. Teacher Assessment Notebooks will be utilized to denote ongoing progress monitoring.

What role will instructional coaches play with the IFCs and focus lessons?

- The instructional coaches will assist teacher with providing instruction on the focus lessons either by providing the opportunity for teachers to observe modeling whole group instruction, assisting the teacher in providing small group instruction. or providing opportunities for teachers to observe in other classes as part of PLCs.
- The instructional coach will also help by guiding teachers with the process of grading, recording, and charting student scores. The instructional coach will provide materials as available.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

- Core: (CCRP) Comprehensive Core Reading Program-Performance Standard-K-12 Reading Plan-Writer's Workshop-Math Investigations-Every Day Calendar Math-Science Workshop-Direct Instruction-Math Navigator for targeted At Risk Students based on FCAT Data-Benchmark Tests-Teacher Developed Assessments-Cold Assessments-Assessments For Learning-Assessments Of Learning-Formatives-Summatives-Differentiated Instruction

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

- Alimacani Elementary School utilizes the Standard (CCRP) Comprehensive Core Reading Program for Readers Workshop.
- Math Investigations and Science both provide and utilize a hands-on approach. Conceptual Understanding is an integral part of Math Investigations.
- All Workshops are aligned with the Sunshine State Standards. In addition, specified exceptional education programs utilize ESE Reading Initiatives. The Workshop Model embeds differentiated instruction for all learners. It provides a structured environment for learning where Rituals and Routines are established, students, teachers, parents, and stakeholders are given year end expectations at the beginning of each Standard, and on-going analysis of student data provides the cornerstones for an environment that implements and promotes student achievement.
- Approved District Web-Based Resources such as FCAT Explorer will be utilized.
- Teachers will use instructional strategies/skills discussed during CLC Cycles and Professional Learning Community meetings. Students requiring additional support may participate in tutoring sessions.
- Instruction is provided in flexible homogenous groupings to maximize student performance.
- Group size, instructional time, and instructional programs are determined by and adjusted according to data & the performance of learners,
- Benchmark tests, diagnostics, teacher developed assessments, formatives, and summative assessments are used to continuously analyze student performance/achievement.
- When students are afforded differentiated instruction based on focused targeted groups of instruction then each student's growth is promoted through the use of all modalities and resources thus enhancing the opportunity for student achievement.

- The K-12 Reading Plan is followed with a target focus on research based programs that facilitate and promote student achievement.

How does the school identify staff's professional development needs to improve their instructional strategies?

- Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

- How will it be determined which students receive supplemental and intensive instruction/interventions?
- As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.
- Will students not making mastery be offered after-school assistance (e.g. Supplemental Educational)?
- Students not making mastery will be offered after-school assistance via Extended Day, as well as assistance from teachers who volunteer to tutor after school, and assistance during the regular school day from instructional materials such as Math Navigator for grades 3-5.

How will the effectiveness of the interventions be measured throughout the year?

- Ongoing Progress Monitoring as well as regular conversations with staff will review the progress or lack of progress based on student data.
- Interventions will employ strategies/skills to promote the opportunity for student achievement.
- Foundations/CHAMPs practices will be used to monitor and provide strategies for behavioral areas.
- The Guidance Counselor and administration will closely monitor student attendance coupled with phone calls by the classroom teacher.
- Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.
- Focus assessments through FCAT Explorer and Math Navigator for grades 3-5 will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

- What courses or instructional programs are offered to students who exceed mastery levels?
- Integration of technology into instructional practices.
  - Implementation of Accelerated Learning Stations for all content areas.
  - FCAT results coupled with teacher recommendations and assessments for and of learning will be used to determine enrichment activities.
  - Parent communication will be an ongoing factor in all enhancement/enrichment activities.
  - Students who typically exceed mastery levels participate in the school's gifted program based on criteria for qualification.

Describe how students are identified for enrichment strategies.

- What assessments are used to determine which students are placed in higher level courses and academic programs?
- Students that have mastered instructional goals as evidenced through both oral and written assessments coupled with observations and teacher judgment may be identified for enrichment strategies.
  - FCAT results coupled with teacher recommendation and assessments for and of learning, in addition to student progress will be used to determine enrichment activities. Teacher recommendation is also taken into consideration.
- Do students and parents have input in this process?
- Parent communication will be an ongoing factor in all enhancement/enrichment activities.
  - The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
PreK-5 All Core Content Area Teachers ELA/Reading Teachers ELA Lead			Common Planning (PLC's) Professional Learning	

Teachers Math Teachers Math Lead Teachers Science Teachers  Science Teachers attending Year 1 an 2 of the Science Academy School Technology Contact and Grade Level Technology Lead Teachers Teachers of the Gifted	Model Literacy Lead Math Lead Science Lead Principal Assistant Principal Instructional Coach	Bi-weekly Early Dismissal PLCs Monthly Faculty Meetings, Weekly Grade Level and/or Team Meetings Schultz Center Workshop Opportunities as scheduled by the district	Communities meet once weekly Wednesday Bi-weekly for PLC Early Dismissals The last Wednesday of each month are scheduled Faculty Mtg. PCL's PLCs occur during grade level, team meetings, and content area sessions Schultz Center Calendar for Workshop opportunities	Common Planning (PLC's) Professional Learning Communities meet once weekly Wednesday Bi-weekly for PLC Early Dismissals The last Wednesday of each month are scheduled Faculty Mtg. PCL's PLCs occur during grade level, team meetings, and content area sessions Schultz Center Calendar for Workshop opportunities
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### NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
 No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification  
 No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status  
 No Attached Supplemental Educational Services (SES) Notification

### Pre-School Transition

Alimacani Elementary School provides a parent orientation that occurs during the week of Preplanning. This affords parents the opportunity to meet and greet their child's teacher and have any informal questions, addressed prior to the formal Open House for each grade level. The focus of this orientation communicates to parents and students the expectations of kindergarten. Parents and students can acclimate to the school environment prior to the opening of school. We also work in tandem with the district as we align practices and communication venues for the transition of preschool children in early childhood programs to our local elementary schools.

In addition to the above communication vehicles we send home daily planners and a monthly newsletter. Educators administer the state FLKRS and FAIR to monitor student learning and readiness for Kindergarten.

### Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
(SWD) in grades 3-5 scored 63% in Reading on the 2009 FCAT Reading Test.		72% of all students in grades 3-5 will be proficient in Reading based on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tier 1: Analyze the 2009 FCAT Reading Data to assess and improve the effectiveness of instruction in an effort to show learning gains and decrease the number of 4th grade SWD students scoring Level 1 or 2 on the FCAT Reading 2. Tier 2: Supplementation instruction intervention for student not responding to core instruction. Focus of instruction is determined by review of F.A.I.R. data and will include explicit instruction, modeled instruction, guided practice and independent practice	1 Principal Assistant Principal Instructional Coach Classroom Teacher	1. Classroom Observations Quarterly Review of Monitoring Documents Focus Groups Progress Monitoring Plans Conferences PLC's Focus Walks Look Fors TARGETeam, 2. Classroom Observations Implementation of Performance Standards CCRP K-12 Reading Plan Teacher Meetings Lesson Plans that include Differentiate Instructional Practices	1. Formal/Informal Observations District and State Assessments Teacher Assessments Teacher Assessment Notebooks Student Portfolios F.A.I.R. DRA- 2/RR FCAT 2. Reports/notes generated by Focus Walks/Look Fors 2. Formal/Informal Observations District and State Assessments Teacher Assessments Teacher Assessment Notebooks Conference Logs Student Portfolios F.A.I.R. DRA- 2/RR FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
4th gr. Students scored 16 out of 24 pts. on FCAT Main Idea/Author's Purpose		4th gr. Students will increase points earned for Main Idea/Author's Purpose by 3 pts. by 3/2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tier 1: Daily Reader' Workshop with Guided Reading Groups that are inclusive of Strategy Groups provide students with practice in restating Main Idea and identifying Author's Purpose. Reading	2. Principal Assistant Principal Classroom Teachers	2. Classroom Observations Implementation of Performance Standards CCRP K-12 Reading Plan Teacher Meetings Lesson Plans that include	2. Formal/Informal Observations District and State Assessments Teacher Assessments Teacher Assessment Notebooks

	<p>Selection should include a variety of genre</p> <p>2. Tier 2: Supplementation instruction intervention for student not responding to core instruction. Focus of instruction is determined by review of F.A.I.R. data and will include explicit instruction, modeled instruction, guided practice and independent practice</p>	<p>2. Principal Assistant Principal Classroom Teachers</p> <p>2. Classroom Observations Implementation of Performance Standards CCRP K-12 Reading Plan Teacher Meetings Lesson Plans that include Differentiate Instructional Practices</p> <p>2. Classroom Observations Implementation of Performance Standards CCRP K-12 Reading Plan Teacher Meetings Lesson Plans that include Differentiate Instructional Practices</p>	<p>Differentiate Instructional Practices</p> <p>2. Classroom Observations Implementation of Performance Standards CCRP K-12 Reading Plan Teacher Meetings Lesson Plans that include Differentiate Instructional Practices</p>	<p>Conference Logs Student Portfolios F.A.I.R. DRA- 2/RR FCAT</p> <p>2. Formal/Informal Observations District and State Assessments Teacher Assessments Teacher Assessment Notebooks Conference Logs Student Portfolios F.A.I.R. DRA- 2/RR FCAT</p>
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
<ul style="list-style-type: none"> <li>72% of students in grades 3-5 will be proficient in Reading based on the 2010 FCAT Reading Test.</li> <li>? Increase students' knowledge, skill, &amp; strategy bank for Cluster 2 Strand targeting Main Idea Author's Purpose</li> </ul>	<ul style="list-style-type: none"> <li>Effective Implementation of Readers and Writers Workshop Sunshine State Standards, Calendars; including the Learning Schedule</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>(ELA) English Language Arts Teacher</li> </ul>	<p>On-going</p>	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Classroom Visits</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Content Area Classroom Teachers</li> <li>Model Literacy Lead Teachers</li> </ul>

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
K-12 Reading Plan Classroom Libraries DRA 2 K-3/DRA 2 4-5 F.A.I.R. Assessments Books of the Month Author Visit	NA District Allocated Funds District Allocated Funds District Allocated Funds SAC PTA	\$3,800.00
		Total: \$3,800.00
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
Tapes-CD's-DVD's-Professional Inquiry Materials Substitutes for TDE Training Workshops	District/TDE Media Funds SAC Funds	\$600.00
		Total: \$600.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,400.00

End of Reading Goal

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<ul style="list-style-type: none"> <li>(SWD) in grades 3-5 scored 52% in Math on the 2009 FCAT Math Test.</li> </ul>		74% of all students in grades 3-5 will be proficient in Math based on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tier 1 Analyze the 2009 FCAT Math Data to assess and improve the effectiveness of instruction in an effort to show learning gains and meet AYP 2. Tier 2: Daily Full Implementation of Math Investigations Everyday Calendar Math with Level 1 & 2 students Daily monitor the progress of the lowest 25 percentile	1 Principal Assistant Principal Math Lead Teachers Classroom Teacher 2. Principal Assistant Principal Math Lead Teachers Classroom Teachers	1. Classroom Observations Quarterly Review of Monitoring Documents Focus Groups Progress Monitoring Plans Conferences PLC's Classroom Observations Focus Walks Look Fors TARGETeam 2. Classroom Observations Implementation of Performance Standards Math Investigations	1. Conferences District and State Assessments Teacher Assessments Teacher Assessment Notebooks Student Portfolios Diagnostics End of Unit Tests Notations from Focus Walks/Look Fors Formatives FCAT 2. Formal/Informal Observations

			<p>Math Navigator  Teacher Meetings  Benchmarks  Lesson Plans that include  Differentiated Instruction  Review of student groupings</p> <p>TARGETeam</p> <p>1.  Classroom Observations  Quarterly Review of  Monitoring Documents  Focus Groups  Progress Monitoring Plans  Conferences  PLC's  Classroom Observations  Focus Walks  Look Fors  TARGETeam</p> <p>2.  Classroom Observations  Implementation of  Performance Standards  Math Investigations  Math Navigator  Teacher Meetings  Benchmarks  Lesson Plans that include  Differentiated Instruction  Review of student groupings</p> <p>TARGETeam</p>	<p>District and State  Assessments  Teacher Assessments  Teacher Assessment  Notebooks  Conference Logs  Student Portfolios  Formatives  Benchmarks  FCAT  Math Navigator for bottom  quartile/SWD</p>
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
5th gr. Students scored 8 out of 13 pts. on FCAT Geometry		5th gr. Students will increase points earned for Geometry by 2 to 3 pts. by 3/2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Tier 1: Daily Math Investigations with Every Day Calendar Math that are inclusive of Strategy Groups based on student needs	1. Principal Assistant Principal Math Lead Teachers Classroom Teachers	1. Classroom Observations Inquiry Studies Lesson Plans that include Differentiated Instruction Maintain and Update data	1. District and State Assessments Teacher Assessments Teacher Assessment Notebooks

Provide more practice		analysis Math Journals TARGETeam	Conference Logs Student Portfolios FCAT
2. Tier 2: Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	2. Principal Assistant Principal Math Lead Teachers Classroom Teachers	2. Maintain a record of strategies and interventions utilized with the lowest 25 percentile	2. Increased achievement opportunities between assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
74% of all students in grades 3-5 will be proficient in Math based on the 2010 FCAT Math Test.	• Effective Implementation of Math Investigations and Every Day Calendar Math Sunshine State Standards, including the Learning Schedule	• Principal • Assistant Principal • Math Lead Teachers English	On-going	• Lesson Plans • Classroom Visits	• Principal • Assistant Principal • Instructional Coach • Math Lead Teachers
Increase students' knowledge, skill & strategy bank for Geometry	• Effective Implementation of Math Investigations and Every Day Calendar Math Sunshine State Standards, including the Learning Schedule	• Principal • Assistant Principal • Math Lead Teachers English	On-going	• Lesson Plans • Classroom Visits	• Principal • Assistant Principal • Instructional Coach • Math Lead Teachers
0	0	0	0	0	0

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Math Investigations (program manipulatives & supplies Everyday Counts Calendar Math Math Navigator	District District District Allocated Funds	\$7,808.40
		Total: \$7,808.40
Technology		
Description of Resources	Funding Source	Available Amount
District Approved Web-Based Resources such as FCAT Explorer	State District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes for TDE Workshops	District	\$0.00
Substitutes for TDE Workshops	District	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,808.40

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science Data 62% of 5th grade students achieved level three and above.		66% of 5th grade students will score at level three or above on the 2010 FCAT Science Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Analyze the 2009 FCAT Math Data to assess and improve the effectiveness of instruction in an effort to show learning gains Provide opportunities for hand-on inquiry based learning Experiments Use of Non-fiction strategies</p> <p>2. Daily Full Implementation of Science Workshop with implementation of the 5 E's students Use of Non-fiction strategies</p> <p>Integration of Technology into instructional practices</p>	<p>1 Principal Assistant Principal Science Lead Teachers Classroom Teacher</p> <p>2. Principal Assistant Principal Math Lead Teachers Classroom Teachers</p>	<p>1. Classroom Observations Quarterly Review of Monitoring Documents Progress Monitoring Plans Conferences PLC's Focus Walks Look Fors Five E's</p> <p>2. Classroom Observations Implementation of Performance Standards Math Investigations Math Navigator Teacher Meetings Benchmarks Lesson Plans that include Differentiate Instructional Practices and use inquiry based learning with the 5's Focus Walks/Looks Fors</p>	<p>1. Conferences District and State Assessments Teacher Assessments Teacher Assessment Notebooks Student Portfolios Diagnostics End of Unit Tests Formatives FCAT Notations from Look Fors/Focus Walks</p> <p>2. Formal/Informal Observations District and State Assessments Teacher Assessments Teacher Assessment Notebooks Conference Logs Formatives Benchmarks FCAT Notations from Focus Walks/Look Fors Student Science Journals</p>

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
5th gr. students scored 8 out of 13 pts. on FCAT Science Strand Earth and Space		5th gr. Students will increase points earned on the Earth and Space Strand of FCAT Science by 2 to 3 pts. by 3/2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Daily Full Implementation of Science Workshop with implementation of the 5 E's that includes a Skills with Level 1 &amp; 2 students Students are provided the opportunity to write to explain about the cause-and-effect relationships that exist in earth and space science. Labs that focus on the processes that shape the Earth</p>	<p>1. Principal Assistant Principal Math Lead Teachers Classroom Teachers</p>	<p>1. Classroom Observations Teacher Meetings Benchmarks Lesson Plans that include Differentiate Instructional Practices and use inquiry based learning with the 5's Focus Walks/Looks Fors Off Cycle Review from 2008-2009 Science CLC Science Journals</p>	<p>1. Formal/Informal Observations District and State Assessments Teacher Assessments Teacher Assessment Notebooks Conference Logs Student Portfolios Formatives Benchmarks FCAT Notations from Focus Walks/Look Fors</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Based on the 2009 FCAT Science Data 62% of 5th grade students achieved level three and above.	Effective implementation of the 5 E's of Science along with hands-on inquiry based learning during.	Science Teachers Science Lead Teachers	On-going	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Classroom Visits</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Science Lead Teachers</li> </ul>

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
District Adopted Science Series and Manipulatives using the 5 E's Model		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
District approved web-based resources		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Allocated Funding For TDE Substitutes		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
90% of 4th grade students scored 3.5 & above on the FCAT Writes.		91% of students in 4th grade will be proficient in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.</p> <p>2. The revision/editing process is explicitly taught and seen in student writing drafts</p> <p>3. Writing will be dated, and recorded in a journal, notebook, or work folder to denote growth over time</p>	<p>1. Principal Assistant Principal Literacy Lead Teachers Classroom Teachers</p> <p>2. Principal Assistant Principal Literacy Lead Teachers Classroom Teachers</p> <p>3. Principal Assistant Principal Literacy Lead Teachers Classroom Teachers</p>	<p>1. Focus Walks/Look Fors Student writing samples will be reviewed and Teacher developed as well as student developed rubrics will be used to monitor progress District Writing Prompts administered and analyzed by teachers TARGETeam</p> <p>2. Focus Walks/Look Fors Student writing samples will be reviewed and Teacher developed as well as student developed rubrics will be used to monitor progress District Writing Prompts administered and analyzed by teachers</p> <p>3. Focus Walks/Look Fors Student writing samples will be reviewed and Teacher developed as well as student developed rubrics will be used to monitor progress District Writing Prompts administered and analyzed</p>	<p>1. Notations from Focus Walks &amp; Look Fors Scored writing samples will be used to monitor progress and determine if the writing meets the standard</p> <p>2. Notations from Focus Walks &amp; Look Fors Scored writing samples will be used to monitor progress and determine if the writing meets the standard</p> <p>3. Notations from Focus Walks &amp; Look Fors Scored writing samples will be used to monitor progress and determine if the writing meets the standard</p>

## Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
91% of students in 4th grade will be proficient in writing.	Effective implementation of Writer's Workshop	Writing Teachers	On-going	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Classroom Visits</li> <li>(LASW) Looking at Student Work</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Instructional Coach</li> <li>Classroom Teachers</li> </ul>

## Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
District Writing Prompts		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
District Approved Web-Based Resources		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
67.2 rated students as having adequate use of computers based on the Climate Survey.		To increase students use of computers from 67.2% to 72%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Integrate technology into instructional practices.  Provide increased opportunities for students to use and create technology based lessons	1. Principal Assistant Principal Classroom Teachers School Technology Contact District Instructional Technology Specialist	1. Teacher Lesson Plans Technology Standards and Matrix	1. Assessment through the use of the Technology Matrix Climate Survey Student products

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
District and School Handouts/Materials	District	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
(ISTE) National Educational Technology Standards (NETS-T) and Performance Indicators for Teachers (NETS-S) for Students Technology Integration Matrix	District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
(TCLC) Technology Continuous Learning Cycle	District	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
		Final Total: \$0.00

## Other Goals

### Safety Goal Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Foundation's Team Common Area Observations indicated 30 discipline referrals from the Playground Common Area.		The Outside Playground Common Area will show a decrease in discipline referrals		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop criteria for Common Area	1. Principal Assistant Principal Classroom Teachers P.E. Coach(es)	1. Observation School Based P.E. Expectations Guidelines developed by the P.E. teacher(s) Use the best pedagogical practices and common sense when dealing with issues that arise Establish & Reinforce Common Area Playground Rituals & Routines Constant teacher/substitute supervision so that staff & students exhibit responsible personal and social behavior that respects self and other in physical & behavior settings	1. Common Area Observed with reviews of notations/logs PE.K.R.1.1- Treat others with respect during play PE.K.R.1.2- Practice specific skills as assigned until the teacher signals the end of practice. PE.K.R.1.3- Use equipment safely and properly. PE.K.R.1.4 Identify sharing with a partner as a way to cooperate.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the SAI Survey 92% of teachers indicated that teachers work with families to help them support students' learning at home.		To maintain a 92% or higher rating by teachers as they work with families to help them support students' learning at home through the use of Student Planners		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Continue the purchase of Student Planners as a means to provide ongoing communication between home and school.	1. PTA Principal Assistant Principal	1. Written communication by teachers in Student Planners based on student and parent needs	1. Students will be responsible for taking their Student Planners home each day to share communication with parents Parent's written communication in student planners

#### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

#### Budget:

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

Technology		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Foundations/CHAMPs Workshops	District	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Student Planners used as a communication tool between home and school		\$4,700.00
		\$0.00
		Total: \$4,700.00
		Final Total: \$4,700.00

*End of Safety Goal Goal*

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# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	K-12 Reading Plan Classroom Libraries DRA 2 K-3/DRA 2 4-5 F.A.I.R. Assessments Books of the Month Author Visit	NA District Allocated Funds District Allocated Funds District Allocated Funds SAC PTA	\$3,800.00
Mathematics	Math Investigations (program manipulatives & supplies Everyday Counts Calendar Math Math Navigator	District District District Allocated Funds	\$7,808.40
Writing	District Writing Prompts		\$0.00
Science	District Adopted Science Series and Manipulatives using the 5 E's Model		\$0.00
Parental Involvement	District and School Handouts/Materials	District	\$0.00
Safety Goal	Foundations/CHAMPs	District	\$0.00
			Total: \$11,608.40
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	District Approved Web-Based Resources such as FCAT Explorer	State District	\$0.00
Writing	District Approved Web-Based Resources		\$0.00
Science	District approved web-based resources		\$0.00
Parental Involvement	(ISTE) National Educational Technology Standards (NETS-T) and Performance Indicators for Teachers (NETS-S) for Students Technology Integration Matrix	District	\$0.00
Safety Goal			\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Tapes-CD's-DVD's-Professional Inquiry Materials Substitutes for TDE Training Workshops	District/TDE Media Funds SAC Funds	\$600.00
Mathematics	Substitutes for TDE Workshops	District	\$0.00
Mathematics	Substitutes for TDE Workshops	District	\$0.00
Science	District Allocated Funding For TDE Substitutes		\$0.00
Parental Involvement	(TCLC) Technology Continuous Learning Cycle	District	\$0.00
Safety Goal	Foundations/CHAMPs Workshops	District	\$0.00
			Total: \$600.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement			\$0.00
Safety Goal	Student Planners used as a communication tool between home and school		\$4,700.00
Safety Goal			\$0.00
			Total: \$4,700.00
			Final Total: \$16,908.40

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/25/2009 9:28:44 PM)

# 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 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.

Projected use of SAC Funds	Amount
Professional Training Opportunities for teachers, Professional Materials, Book of the Month	2800

Describe the Activities of the School Advisory Council for the Upcoming Year

The (SAC) School Advisory Council at Alimacani Elementary School is responsible for review of projects and school related components in conjunction with decision-making for said components at the school-level. During the 2007-2008 school year Alimacani's SAC provided funds for the Principal's Books of the Month,

During the 2009-2010 school year Alimacani's SAC will strive to:

- ? Continue to purchase books for the Principal's Book of the Month Program
- ? Provide funds for teachers to participate in professional development training within and outside of the district in conjunction with professional research-based books/materials will be financed by the School Advisory Council in an effort to supplement, challenge and enhance professional growth/development thus providing exposure to current teaching strategies that will serve to impact student achievement. (Based on available funds)
- ? Participate in the development and review of the SIP required by Florida Statutes, and annually reviewing and amending the SIP
- ? Performing other functions based on the principal's request
- ? Recommending various support services for the school
- ? Seeking and Initiating activities or programs that generate greater communication, cooperation, and involvement between the community and school
- ? Participating in planning and monitoring the school building grounds
- ? Reviewing the impact of property development and zoning changes in the school zoned area as they relate to safety, welfare and educational opportunities for all students.

## SAC Members

### Members

- 1) Kathy Stalls, Principal
- 2) Sharon Hernandez, SAC Chair
- 3) Susan Rewis, Teacher
- 4) Helen DeJournett, Teacher
- 5) Ginger Schneider, Teacher
- 6) Judy Kehrig, Business Member
- 7) Erin Scott, Business Member
- 8) Jennifer Cafiero, Parent
- 9) Sylvia Horton, Parent
- 10) Anne Torgerson, Parent
- 11) Jeannett Banning, Community Member
- 12) ann Mimms, School Support Personnel

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Duval ALI MACANI ELEMENTARY SCHOOL 2571													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 490 Math: 490		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% 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		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	86	Y	84	Y			Y			NA	15	14	NA	18	16	NA	85	NA	81	NA		NA
WHITE	100	Y	100	Y	90	Y	86	Y	94		Y			NA	12	10	NA	15	14	NA	88	NA	84	NA		NA
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
HISPANIC	98	Y	98	Y		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	76	Y	72	Y			Y			NA	27	24	NA	38	28	NA	76	NA	72	NA		NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	63	N	52	N			NA			NA	42	37	Y	49	48	N	67	NA	58	NA		N

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Duval ALI MACANI ELEMENTARY SCHOOL 2571													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 504 Math: 504		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	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		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	85	Y	82	Y	92		Y			NA	20	15	NA	25	18	NA	81	NA	80	NA		NA
WHITE	100	Y	100	Y	88	Y	85	Y	91	94	Y			NA	16	12	NA	22	15	NA	83	NA	82	NA		NA
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	Y		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	73	Y	62	Y			Y			NA	40	27	NA	39	38	NA	75	NA	69	NA		NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	58	Y	51	N			NA			NA	53	42	NA	51	49	N	68	NA	59	NA		N

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Duval ALI MACANI ELEMENTARY SCHOOL 2571													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 522 Math: 522		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	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		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	80	Y	75	Y	93	92	Y			NA	23	21	NA	21	25	NA	75	NA	74	NA		NA
WHITE	100	Y	100	Y	84	Y	78	Y	94	91	Y			NA	19	17	NA	19	22	NA	79	NA	75	NA		NA
BLACK	100	Y	99	Y		NA		NA			NA			NA			NA			NA						
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	60	Y	61	Y			NA			NA	42	38	NA	38	39	NA	53	NA	61	NA		NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y	47	N	49	Y			NA			NA		54	Y	43	51	N	46	NA	52	NA		N

## SCHOOL GRADE DATA

Duval School District ALI MACANI ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	90%	90%	62%	332	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	77%			148	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</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	64% (YES)			135	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					615	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Duval School District ALI MACANI ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	88%	80%	54%	312	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	77%	70%			147	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>
Adequate Progress of Lowest 25% in the School?	68% (YES)	70% (YES)			138	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					597	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Duval School District ALI MACANI ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	81%	86%	52%	306	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	65%			130	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>
Adequate Progress of Lowest 25% in the School?	57% (YES)	62% (YES)			119	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					555	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested