

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: GREENWOOD SCHOOL

District Name: Hamilton

Principal: Casi Burnett

SAC Chair: Coretta Ford

Superintendent: Martha Butler

Date of School Board Approval:

Last Modified on: 01-06-2010

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

VISION

Greenwood School will bring the school, family, and community together to provide resources which will enable students to have productive futures as functional members of society.

MISSION

We believe that every human being has inherent worth and dignity. It is the mission of Greenwood School to serve our students through supportive or direct services. Our mission is to prepare students to live independently, to acquire survival and educational skills, to communicate, and to interact appropriately, in accordance with each individual's potential.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Greenwood School is a public separate day school serving students with special needs from Hamilton, Suwannee, and Madison counties. Our students range in age from 3-22. We have three classes comprised of a 3:1 student-staff ratio. The Primary Class includes grades PK-3. The Intermediate Class includes grades 4-8. The Junior/Senior Class includes grades 9-12. Each student is staffed into the separate day school placement at Greenwood School has an Individualized Education Plan. Students have access to the Next Generation Sunshine State Standards Access Points and are evaluated by the statewide Florida Alternate Assessment as directed by the "No Child Left Behind" mandate. All programs at our school are designed and implemented to meet the needs of each individual student according to current best practices and in creative, functional ways.

Greenwood School also houses a prekindergarten program. We have three Prekindergarten inclusion classrooms that consist of VPK students and ESE students. Each class has one teacher and one paraprofessional, and classes range in size from 18-20 students.

Unique School Strengths for Next Year

Our K-12 classes have a very low student/staff ratio of 3:1. This allows us to provide individualized instruction for our students to help them meet the goals set by the IEP team.

One hundred percent of our staff are highly qualified to teach in their educational field.

Our connection with the ESE program allows us to participate in numerous professional development events throughout the year.

We have recently acquired new equipment for our playground that will maximize participation for all of our students, including those who are non-ambulatory.

Distinguishing Programs:

Adapted Physical Education
Assistive Technology

Community-Based Instruction
Daily Living/Transitional Skills
Mobility Opportunities Via Education (M. O. V. E.)
Occupational Therapy
Physical Therapy
Licensed Practical Nursing Staff
Speech and Language Therapy
Vision Services

Unique School Weaknesses for Next Year

Because many of our students live in districts outside of Hamilton County, parent participation in school events is low at times.

Our technology needs to be updated, including computers, software, and assistive technology.

Student Demographics

White 32.5%
Black 57.1%
Hispanic 3.9%
American Indian 1.3%
Multiracial 5.2%

Disabled 58.4%
Economically Disadvantaged 68.8%

Female 45.5%
Male 54.5%

Student Attendance Rates

Attendance Percentage - 2008-2009 84.55(GWS) 92.59 (District)
Attendance Percentage - 2007-2008 88.12 92.1125
Attendance Percentage - 2006-2007 85.65 92.0875

Student Mobility

Office of School Improvement, Jessica Taylor said to omit this information

Student Suspension Rates

ISS/OSS
0/0
0/0
0/0

Student Retention Rates

2008-2009 18%
2007-2008 0%

Class Size

PK-3 13.40/10.92
4th - 8th 11.00/7.16
9th - 12th 5.33/8.80

Academic Performance of Feeder Pattern

Partnerships and Grants

Title IIA funds are used to provide leadership training for school principals and leadership teams. Funds are also used in collaboration with professional development dollars through the district and other Title grants to provide training for teachers and support staff in the district in areas identified through the needs assessment process. Funds are also targeted to assist educators in becoming highly qualified.

STUDENT ACHIEVEMENT DATA

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

[School Grades 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	Casi Burnett	B.S. Speech-Language Pathology M.S. Varying Exceptionalities Certification Areas: Varying Exceptionalities K-12 Speech-Language Impaired Associate K-12 ESOL K-12 Endorsement	10		N/A

* 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 *
No data submitted					

* 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)
No data submitted			

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
8	0	1	7	3	4	8	0	0	2

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Greenwood School administrator, Pre-K ESE Teachers, SLP

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

The role of the RtI Leadership team is to begin the RtI process by completing the RtI packet on students in the Developmentally Delayed program. These students then enter Kindergarten and their teacher takes over the RtI packet until re-evaluation information determines if these students continue to be in need of Exceptional Student Education services.

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

The RtI Leadership Team did not play a major role in the development of the School Improvement. However, the team was involved by virtue of individual job responsibilities. As the RtI team matures, its role of implementing and progress monitoring of the school improvement plan will expand.

RtI Implementation

Describe the data management system used to summarize tiered data.

The school will use IEP goal progress and LAP-3 scores to summarize tiered data.

Describe the plan to train staff on RtI.

Staff will receive a refresher training on how to complete the RtI packets.

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?

Strengths: Our school made AYP based on results from the Florida Alternate Assessment.

Weaknesses: Our staff feels that more training on the administration of the FAA is needed to ensure an unbiased, objective score is achieved.

Instructional Calendar Development

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

This year our teachers are part of Learning Communities based on grade level and type of class. Our K-12 teachers make up one Learning Community, and our PreK teachers make up an additional Learning Community. These Learning Communities meet monthly to discuss common goals and to share ideas for creating quality instruction.

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

For our K-12 classes, our students receive instruction that focuses on the Next Generation Sunshine State Access Points. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedding these access points into our curriculum and instruction allows our students to receive quality instruction that also helps them build additional skills as well as those that are identified through the IEP (Individualized Education Plan) process.

Our Pre-K students receive instruction based on the Florida Voluntary Prekindergarten Education Standards (2005). These standards are in the areas of Physical Health, Approaches to Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Cognitive Development and General Knowledge, and Motor Development. PreK students with an IEP also have instruction aimed at helping them meet the IEP goals determined by the child's IEP team.

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

For students in our K-12 classes, the first priority for instruction is the attainment of the individually determined goals, objectives, and benchmarks as identified on each students' IEP. The IEP is developed in a collaborative manner with input from students, parents/guardians, teachers, support staff (Adaptive PE teacher, therapists), and providers of services through the Agency for Persons with Disabilities.

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

All courses that are assigned to the teachers are appropriate for the performance level of the students in their classes. The content of all courses is geared toward maximizing the independence of the student (K-12 classes) and preparing them for

Kindergarten (PreK classes).

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?

Students and parents have the opportunity to provide input on academic and career planning beginning by age 14 (if not before) through the Transition IEP process. Post secondary outcomes are determined and individualized plans are developed to ensure the necessary skills are taught before the student exits the school system. Teachers, parents, students, and post-secondary community providers take responsibility for the individual plans that are developed. These plans are reviewed and adjusted yearly or more often as needed as determined by the team.

DO

Direct the Instructional Focus

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

Lesson plans and instructional delivery are aligned at the monthly Learning Community meetings as described above. These meetings serve as a forum for teachers to discuss best practices and resources.

How are instructional focus lessons developed and delivered?

Same as above

How will instructional focus lessons be revised and monitored?

Same as above

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.

For our K-12 classes, progress on individually determined goals and objectives as identified on IEPs will be reported to parents/guardians through progress reports (mid-quarter) and report cards (end of the quarter).

For our PreK classes, report cards will be sent home every quarter report gains that the students are making on the skills taught.

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

For our K-12 classes, the assessment process as determined on the IEPs will be used to identify progress and mastery toward IEP goals. When mastery has not been achieved the instructional team will determine how to differentiate instruction to better enable students to achieve mastery, or the IEP team will reconvene to amend the IEP goals and objectives to ensure mastery can be achieved.

Maintenance

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

Access points are referenced in lesson plans and are assessed on an ongoing basis as determined for each student. The curricular calendar as determined through the Learning Community meetings help provide for this ongoing assessment and maintenance of skills.

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 review assessment information as needed to make instructional modifications.

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 school administrator is a member of both Learning Communities of the school and will attend each meeting to discuss assessment results and student progress. Lesson plans will also be reviewed weekly to ensure that instruction is based on the Sunshine State Access Points (K-12 classes) and Florida Voluntary Prekindergarten Education Standards (PreK classes).

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading and Writing:
MeVile to WeVile,
PCI Environmental Print Series,
Simon SIO,
Califone Language Master Vocabulary,
SRA Imagine It

Math / Science / Social Studies:
Number Worlds
Basic Picture Math Levels 1-3
Edmark Telling Time Program
Lakeshore Measurement Center

Behavioral:
Positive Behavior Support

General / Integrated Learning Tools and Interventions:
Intellitools Classroom Suite
Boardmaker
Use of Regional Assistive Technology Specialists (RAATS)
Use of online resources

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

Supplemental and intensive instruction and interventions are naturally structured to re-teach non-mastered areas and skills.

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

Administrator observations, IPDPs, Learning Community input, teacher surveys and input, and student performance data/analysis will be used to determine professional development needs.

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

All students in the K-12 classes at Greenwood School are targeted for intensive direct instruction and individualized interventions particularly through the IEP development process. Our smaller student to teacher ratio helps us in the provision of this intensive instructional delivery.

Students in PreK classes who will be targeted for supplemental and intensive instruction/interventions are those who are in the ESE program. Also those who did not qualify for ESE services through an initial evaluation but were close to qualification will be closely monitored throughout the year.

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

Progress monitoring data will be used to determine the effectiveness of interventions. Non-academic causes such as attendance, medical conditions, and behavior will also be analyzed to determine if these could be contributing factors to a student's lack of progress.

Enrichment

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

Through Community Based Instruction students in the K-12 classes are provided enrichment of basic skill acquisition. Students are also provided enrichment activities through daily Adaptive Physical Education to support the instruction provided in the regular classroom.

Describe how students are identified for enrichment strategies.

For students with an IEP, particularly through the Transition IEP process which begins at age 14, enrichment activities are individually determined to help with the provision of an improved quality of life for each student. Students and families interests and desires are considered in developing the plan.

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)
PK Learning Community	Ruby Kalinoski	1 x month	2nd Wednesday of the month	Common planning among PreK teachers to ensure that all students are receiving quality instruction. Goal is to increase class average of LAP-3 scores by the end of the school year by a minimum of 10 points
K-12 Learning Community	Elizabeth Taylor	1 x month	1st Wednesday of the month	Common planning among teachers of K-12 classes. Goal is to discuss strategies for ensuring quality instruction for these students.

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

Strategies: Provide transition activities for all PK to K students and parents.

- A. Annually in early spring, PK and K teachers plan for a spring visit.
- B. In late April – May, PK teachers and students visit the K school site and classrooms and participate in pre-planned classroom activities and meal.
- C. In late spring a facilitator designated by the K school site, PK and K teachers hold articulation meetings for sharing of student information, and for ESE PK and K teachers to discuss individual educational plan goals and strategies.
- D. Annually in May, parents of PK students are invited to K school site for transition and registration information meeting.

Postsecondary Transition

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

All students who graduate from Greenwood School whose family desires for them to participate in a post-school program such as an Adult Day Program will be successful in entering a program.
 Objective: To document placement in a post school program for our graduates
 Strategies: Use a survey to determine living arrangements and participation in a post-school program on each student who graduates
 Evaluation: Previous year's graduates/families will be surveyed by telephone or personal interview by Greenwood staff to determine post school status

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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Greenwood School students in Grades 3-11 have been deemed to be exempt from FCAT during their IEP meetings and are assessed using the Florida Alternate Assessment. Our school made AYP for the 2008-2009 school year.		Objectives for Reading include: 1. Participate in recognition and use of information when engaged in daily activities – with assistance. In reading, all students assessed will maintain or increase their performance level on the FAA.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Action Steps will differ according to grade level and student abilities. FAA activities serve as a vehicle to determine student performance levels. Specific programs will be implemented: MeVille to WeVille, BoardMaker, PCI Environmental Print Series, Simon SIO, Califone Language Master Vocabulary, Intellikeys	Lead Administrator, K-12 Learning Community members,	FAA Scores and Teacher Assessments	IEP Progress Reports, Report Cards, Florida Alternate Assessment.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The school is in need of additional communication devices for students who do not communicate in traditional ways.		Purchase and expand the use of adapted / assistive technology for support programming in communication and functional academics.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Determine needs, purchase devices, and implement the devices	Teachers, SLP, OT	Determine needs, submit order, and ensure devices are in use by students in the classroom	Classroom Walk Throughs, observations

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Review administration of the FAA	FAA Training-teachers will receive updated training on current procedures for FAA administration	FDLRS	January 2010	Teachers will discuss FAA administration at Learning Community meetings	Administrator

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

The teaching of literacy/communication skills and/or reading skills will be a part of each teacher's classroom schedules and lesson plans. It will also be a part of the discussion during monthly K-12 Learning Community

meetings. Administration should also see evidence of the teaching of literacy/communication skills and/or reading skills during their Classroom Walk Throughs and observations.

Budget:

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

End of 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		
All Greenwood School students in grades 3-10 are assessed with the Florida Alternate Assessment. Our school made AYP for the 2008-2009 school year.		Objectives for Reading include: 1. Participate in activities involving the use of mathematical concepts in daily routines – with assistance. In mathematics, all students assessed will maintain or increase their performance level on the FAA.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Action Steps will differ according to grade level and student abilities. FAA activities serve as a vehicle to determine student performance levels. Specific programs will be implemented: Number Worlds, Basic Picture Math Levels 1-3, Edmark Telling Time Program, Lakeshore Measurement Center, Board Maker	Lead Administrator, K-12 Learning Community Members	FAA Scores and Teacher Assessments	IEP Progress Reports, Report Cards, Florida Alternate Assessment.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Review administration of the FAA	FAA Training-teachers will receive updated training on current procedures for FAA administration	FDLRS	January 2010	Teachers will discuss FAA administration at Learning Community meetings	Administrator

Budget:

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

End of 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		
Greenwood School students in Grades 3-11 have been deemed to be exempt from FCAT during their IEP meetings and are assessed using the Florida Alternate Assessment. Our school made AYP for the 2008-2009 school year.		Objectives for Science include: 1. Participate in problem-solving efforts in daily activities – with assistance. In science, all students assessed will maintain or increase their performance level on the FAA.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Action Steps will differ according to grade level and student abilities. FAA activities serve as a vehicle to determine student performance levels. Specific programs will be implemented: Science Discovery Chest, Lakeshore Discovery Center, Board Maker	Lead Administrator, K-12 Learning Community members	FAA Scores and Teacher Assessments	IEP Progress Reports, Report Cards, Florida Alternate Assessment.	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Review administration of the FAA	FAA Training-teachers will receive updated training on current procedures for FAA administration	FDLRS	January 2010	Teachers will discuss FAA administration at Learning Community meetings	Administrator

Budget:

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

End of 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		
Greenwood School students in Grades 3-11 have been deemed to be exempt from FCAT during their IEP meetings and are assessed using the Florida Alternate Assessment. Our school made AYP for the 2008-2009 school year.		Objectives for Writing include: 1. 1. Participate in expressing information in daily routines – with assistance. In writing, all students assessed will maintain or increase their performance level on the FAA.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Action Steps will differ according to grade level and student abilities. FAA activities serve as a vehicle to determine student performance levels. Specific programs will be implemented: MeVille to WeVille, Intellitools and Intellikeys, Board Maker,	Lead Administrator, K-12 Learning Community members, OT	FAA Scores and Teacher Assessments	IEP Progress Reports, Report Cards, Florida Alternate Assessment.	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
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Review administration of the FAA	FAA Training-teachers will receive updated training on current procedures for FAA administration	FDLRS	January 2010	Teachers will discuss FAA administration at Learning Community meetings	Administrator
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Budget:

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

End of 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		
We can proudly report that attendance at annual IEP review meetings is high. However, because many of our K-12 students live in districts outside of Hamilton County, parent participation in school events other than IEP meetings is low at times.		Objective to increase parental involvement: School events will be held at times that working parents will be able to attend		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parent nights conducted by FDLRS will be held after school hours. Information will be posted on our school website as well as through our Connect-Ed Call Out system.	Lead Administrator, teachers	Number of parents at each event will be documented and varying strategies used to attract parents to such events will be explored	Sign-in sheets at each event

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

End of Parent Involvement Goal

Other Goals

Make Adapted Playground Equipment Accessible to All Students Goal:

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
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
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Professional Development		
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		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 Make Adapted Playground Equipment Accessible to All Students Goal

Repair Sink on Playground Goal:

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

End of Repair Sink on Playground Goal

Eliminate Electrical Problems in PreK Building Goal:

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
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Eliminate Electrical Problems in PreK Building Goal

Update Technology-Computers, Software, and Assistive Technology Goal:

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
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Update Technology-Computers, Software, and Assistive Technology Goal

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

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
No data submitted	

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

Our School Advisory Council will meet at least 5 times throughout this upcoming year. We will discuss the new School Improvement Plan as well as add new goals as deemed appropriate and necessary by the Council.

SAC Members

Members

- 1) Casi Burnett, Principal
- 2) Coretta Ford, SAC Chair
- 3) Ruby Kalinowski, Teacher

- 4) Ken Daniel, Business Member
- 5) Jacqueline Cobbs, Parent
- 6) Angela Moody, Parent
- 7) Meghan Horton, Parent
- 8) Marvin Page, Parent
- 9) Elizabeth Warren, Parent
- 10) Zemoria Atwood, Community Member
- 11) Margaret Owens, Community Member

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2												Hamilton GREENWOOD SCHOOL 0091																
Number of students enrolled in the grades tested:												Read: 15		2007-2008		Did the School make Adequate Yearly Progress?		YES										
Click here to see Number of students in each group												Math: 15		School Grade ¹ :														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).												This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
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 ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		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	2008	Y/N
TOTAL ⁴	100	Y	100	Y	80	Y	80	Y			NA			NA	20	NA		20	NA		NA		NA		NA		NA	
WHITE		NA		NA		NA		NA			NA			NA		NA			NA		NA		NA		NA		NA	
BLACK		NA		NA		NA		NA			NA			NA		NA			NA		NA		NA		NA		NA	
HISPANIC		NA		NA		NA		NA			NA			NA		NA			NA		NA		NA		NA		NA	
ASIAN		NA		NA		NA		NA			NA			NA		NA			NA		NA		NA		NA		NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA		NA		NA		NA		NA	
ECONOMICALLY DISADVANTAGED		NA		NA		NA		NA			NA			NA		NA			NA		NA		NA		NA		NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA		NA			NA		NA		NA		NA		NA	
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA		NA			NA		NA		NA		NA		NA	

SCHOOL GRADE DATA

School District						
2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		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	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		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	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		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	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested