

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HENRY S. WEST LABORATORY SCHOOL

District Name: Dade

Principal: Barbara R. Soto-Pujadas

SAC Chair: Porpoise Evans

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Barbara R. Soto-Pujadas	BS English Ed., MS TESOL Ed., Certification in Educational Leadership	6	11	12'11'10 '09 '08 School Grade A A A A A AMO Y High Standards Rdg. 85 99 96 96 96 High Standards Math 88 98 96 92 93 Lrng Gains-Rdg. 77 63 65 76 75 Gains-Rdg-25% 77 63 65 87 82 Gains-Math-25% 63 76 78 54 77
Assis Principal	Isabel S. Capote	BA Elementary Ed., MA Elementary Ed., Certification in Educational Leadership	8	8	'11'10 '09 '08 '07 School Grade A A A A A AMO Y High Standards Rdg. 85 99 96 96 96 High Standards Math 88 98 96 92 93 Lrng Gains-Rdg. 77 63 65 76 75 Gains-Rdg-25% 77 63 65 87 82 Gains-Math-25% 63 76 78 54 77

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	None				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	<ol style="list-style-type: none"> 1. Advertise the position 2. Interview Candidates 3. Teacher Mentoring Program 4. Provide Professional Growth Team 	Principal's Secretary Principal / Assistant Principal Assistant Principal Assistant Principal	Within one week of position being available Within one week of candidates calling to schedule appointment Within one week of being hired Within one week of being hired	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None-N/A	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
22	0.0%(0)	4.5%(1)	31.8%(7)	63.6%(14)	50.0%(11)	100.0%(22)	4.5%(1)	4.5%(1)	68.2%(15)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

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

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Leadership Team is comprised of the school Principal; Assistant Principal; School Social Worker; School Psychologist; Speech Teacher; Counselor; Department Head of (SWD) Teachers and General Education Teachers as applicable to student.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based MTSS Leadership Team roles/functions at Henry S. West Laboratory School are as follows:
The Principal oversees the MTSS process and monitors the fidelity of its implementation. The Assistant Principal coordinates and facilitates the School Support Team SST process and MTSS intervention Plan. The School Social Worker reviews the student's background screening and provides pertinent information regarding the case. The SST provides data specific to students' reading weakness. All members review formative and summative data ex: Edusoft Report, PMRN, highlighting both the positive and negative issues impacting the student's functioning at school and determine whether any risk factors are present. Based on the outcome of the data analysis and the Guidelines for Determining the Presence of Significant Risk Factors, individualized interventions are then developed, according to the level of MTSS.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The role of the school-based MTSS Leadership Team is to monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The data management system is used to summarize tiered data as follows:
For students in grades 3-5, the Spring Reading and Mathematics FCAT 2.0 2012 Assessment Administration as well Edusoft data will from District Baseline Reading, Mathematics, Science and Writing Assessments will be used to identify students in need of MTSS inventions. For students in grade 1-2, the 2012 Spring Stanford Achievement Test Administration will be used to identify students in need of MTSS inventions, and for students in grades K-1, the FAIR assessment data will be used to identify students in need of MTSS implementation. Progress Monitoring Plans will be developed for students in need of intervention. For behavior issues Student Case Management Form, Observation Checklists, and Anecdotal Record data will be reviewed in order to develop interventions for students with severe behavior and implementation of the Functional Analysis of Behavior FAB Plan will be implemented. Classroom teacher observations and anecdotal data will be collected during the FAB process.

Describe the plan to train staff on MTSS.

Teachers will receive an overview of process during the opening of school faculty meeting and additional MTSS training as provided by the District.

Describe the plan to support MTSS.

The Leadership Team will monitor the MTSS process and fidelity of instructional delivery and interventions. The Leadership Team will provide support based on data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Barbara Soto Pujadas, Principal; Isabel S. Capote, Assistant Principal; Pedro Pertierra, Media Center Specialist; Lourdes

Ambros, Special Areas Department Head; Margaret Cox, Professional Development Liaison.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team (LLT) members meet once a month to focus on areas of literacy concern across the school. They analyze the ongoing formative and summative data collected, identify trends of student needs, and reflect on school wide trends. The LLT team meets approximately five times per year to focus on data: at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the District's MTSS model, the LLT team will meet as needed to identify and target intervention for students. The administrative team conferences with all teachers individually to analyze their students' data and determine areas of strength and weakness. Through the use of ongoing progress monitoring, the LLT team members work with teachers to identify and provide targeted, customized professional development in alignment with the student data. The LLT team makes recommendations for support; research-based instructional strategies, and customized professional development in alignment with student data. The members of the LLT consider student assessment data, classroom observational data, and professional development listed on the teachers' IPEGS Goal Setting form and the School Improvement Plan, when planning professional development for the school. The administrative team uses student data to direct the work of the reading coach, ensuring teacher and student needs are being met. To ensure fidelity of the CRRP, the administrative team monitors implementation of the CRRP and students' literacy progress through a variety of methods that include weekly classroom walkthroughs, monthly grade/departmental meetings and data chats.

What will be the major initiatives of the LLT this year?

Continue implementing the Florida Continuous Improvement Plan Model through Professional Learning Communities and providing students differentiated instruction and interventions through MTSS pull out and push in scheduling.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

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?

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School

Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The result of the 2012 FCAT Reading Test indicates that 20% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving level 3 proficiency at 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (22)	22% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category Reading Application for 3rd grade and Literary Analysis for 4th and 5th grade. Students need additional strategies to develop a better understanding of the elements of story structure, and comprehension skills.	Engage students in reading comprehension strategies using timed cold read passages and use of biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	Principal Assistant Principal	Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats to review of formative weekly cold read assessment data and other formative data to ensure progress is being made and adjust instruction as necessary.	Formative: FAIR assessment, District Interim Assessments, cold reads administered weekly, student work samples utilizing rubric, Reading Plus data reports, Pearson Learning Successmaker data reports, and teacher made assessments. Summative: 2013 FCAT 2.0 Reading Assessment
2	1.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary. Students have a limited understanding of the necessary strategies that can help them to unlock the meaning of unfamiliar words.	1.1. Engage students in a variety of instructional strategies and activities that include vocabulary word maps, concept maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix or root words and reading from a wide variety of texts.	1.1. Principal Assistant Principal	1.1. Review of formative weekly cold read assessment data and other formative data to ensure progress is being made and adjust instruction as necessary.	1.1. Formative: FAIR assessment, District Interim Assessments, cold reads administered weekly, student work samples utilizing rubric, Reading Plus data reports, Pearson Learning Successmaker data reports, and teacher made

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The result of the 2012 FCAT Reading Test indicates that 65% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (70)	66% (71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Student need additional strategies to develop a better understanding of Comparing/Contrasting, story elements, topics, settings, characters, problems in single or multiple texts.	Utilize exemplar text and a variety of genre such as novels, magazine articles and poetry which provide opportunities to identify the author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Engage students in practice making inferences and drawing conclusions within and across texts. Provide practice for students identifying a correct summary statement and	Principal Assistant Principal	Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats to review of formative weekly cold read assessment data and other formative data to ensure progress is being made and adjust instruction as necessary	Formative: FAIR assessment, District Interim Assessments, cold reads administered weekly, student work samples utilizing rubric, Reading Plus data reports, Pearson Learning Successmaker data reports and teacher made assessments Summative: 2013 FCAT 2.0 Reading Assessment

		author's perspective. Provide students with practice in identifying topics and themes within and across texts.			
2	2.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Students have a limited understanding of recognizing the author's perspective in text.	2.1. Utilize grade-level and above appropriate text from a variety of genre such as novels, magazine articles and poetry which include identifiable author's purpose for writing. Including inferring, telling a story, conveying a particular mood, entertaining and or explaining. Engage students in opportunities to utilize Task Card questions to create their own questions. Utilize graphic organizers and reciprocal teaching strategies.	2.1. Principal Assistant Principal	2.1. Review of formative weekly cold read assessment data and other formative data to ensure progress is being made and adjust instruction as necessary.	2.1. Formative: FAIR assessment, District Interim Assessments, cold reads administered weekly, student work samples utilizing rubric, Reading Plus data reports, Pearson Learning Successmaker data reports and teacher made assessments Summative: 2012 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The result of the 2012 FCAT Reading Test indicates that 77% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by five percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(59)	82%(63)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 Literacy Analysis Students need additional strategies to develop a better understanding of analyzing and interpreting elements of a story.	Plan schedule with a pull out/push in enrichment program model. Incorporating accelerated curriculum, exemplar text, rich literature novels, Junior Great Books, and Time for Kids Magazine. Utilize the Depth of Knowledge Levels of higher order critical thinking questioning techniques throughout the curriculum to develop elements of a story, descriptive language, figurative language such as simile, metaphor and personification.	Principal Assistant Principal	Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats to review of formative weekly cold read assessment data and other formative data to ensure progress is being made and adjust instruction as necessary.	Formative: FAIR assessment, District Interim Assessments, cold reads administrated weekly, student work samples utilizing rubric. Reading Plus data reports. Pearson Learning Successmaker data reports and teacher made assessments Summative: 2013 FCAT 2.0 Reading Assessment
2	3.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 3 Literacy Analysis Students have a limited understanding of analyzing and interpreting elements of a story.	3.1. Plan schedule with a pull out/push enrichment program model. Incorporate use of Gifted Curriculum components, such as accelerated curriculum, rich literature novels, Junior Great Books, and Time for Kids Magazine. Utilize the Depth of Knowledge Levels high order critical thinking questioning technique throughout the curriculum to develop elements of a story, descriptive language, figurative language such as simile, metaphor and personification.	3.1. Principal Assistant Principal	3.1. Review of formative weekly cold read assessment data and other formative data to ensure progress is being made and adjust instruction as necessary.	3.1. Formative: SuccessMaker and Reading Plus Reports, Student work samples. Summative: 2012 FCAT Assessment Administration

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 77% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by five percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(N<30)	82%(N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Students need additional strategies to develop a better understanding of main idea and cause and effect relationships.	Focus student's' instruction using grade level appropriate text to provide students with practice in identifying main idea stated and implied and causal relationships imbedded in the text utilizing Venn Diagrams and other graphic organizers. Implement an intensive remediation tutoring pull out program utilizing Reading Plus, SuccessMaker.	Principal Assistant Principal	Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats to review of formative weekly cold read assessment data and other formative data to ensure progress is being made and adjust instruction as necessary.	Formative: FAIR assessment, District Interim Assessments, cold reads administered weekly, student work samples utilizing rubric. Reading Plus data reports, Pearson Learning Successmaker data reports and teacher made assessments Summative: 2013 FCAT 2.0 Reading Assessment
2	4.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Students a limited understanding of main idea and cause and effect relationships.	4.1. Focus students' instruction using grade level appropriate text to provide students with practice in identifying main idea stated and implied and causal relationships imbedded in the text utilizing Venn Diagrams and other graphic organizers. Implement an intensive remediation tutoring pull out program utilizing Reading Plus, Successmaker and Voyager Programs.	4.1. Principal Assistant Principal	4.1. Review of formative weekly cold read assessment data and other formative data to ensure progress is being made and adjust instruction as necessary.	4.1. Formative: FAIR assessment, District Interim Assessments, cold reads administered weekly, student work samples utilizing rubric, Reading Plus data reports, Pearson Learning Successmaker data reports and teacher made assessments Summative: 2012 FCAT Reading Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In six year school will reduce their achievement gap by 50%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Response to Multi-Tiered System of Supports (MTSS)	K-5/Reading	Barbara Soto Pujadas Isabel Capote	K-5 Reading/Language Arts Teachers	August 22, 2012	Progress Monitoring Plans, Data Management Binder, Mini-assessment student work folder	Principal Assistant Principal
Common Core Training/Vertical Planning	K-5/Reading	Barbara Soto Pujadas Isabel Capote	K-5 Reading/Language Arts Teachers	October 26-27, 2012	Student work folder	Principal Assistant Principal

SuccessMaker/Voyager Passport Training Update	K-5/Reading	Barbara Soto Pujadas Isabel Capote	K-5 Reading/Language Arts Teachers	October 28, 2012	Progress Monitoring Plans, Data Management Binder, Mini-assessment student work folder	Principal Assistant Principal
---	-------------	---	------------------------------------	------------------	--	-------------------------------

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2a.1. Utilize exemplar text and a variety of genre such as novels, magazine articles and poetry which provide opportunities to identify the author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining	Cold Read Tests – Xerox paper, duplicating supplies	Supplies and materials from school budget	\$120.00
3a.1. Plan schedule with a pull out/push in enrichment program model. Incorporating accelerated curriculum, exemplar text, rich literature novels, Junior Great Books, and Time for Kids Magazine. Utilize the Depth of Knowledge Levels of higher order critical thinking questioning techniques throughout the curriculum to develop elements of a story, descriptive language, figurative language such as simile, metaphor and personification.	Time for Kids Magazine	Parent Teacher Organization – Parents Pre-Order	\$373.50
Subtotal:			\$493.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
4a.1 Implement an intensive remediation tutoring pull out program utilizing Reading Plus, SuccessMaker and Voyager Programs.	Before School SuccessMaker Computer-Based Program	ESSAC Funds	\$1,315.00
Subtotal:			\$1,315.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$1,808.50

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal # 1:

N/A

2012 Current Percent of Students Proficient in listening/speaking:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

N/A

2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The result of the 2012 FCAT Mathematics Test indicates that 34% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 students at 36% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (37)	36%(39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1a.1. The area of deficiency for 3rd grade as noted on the 2012 administration of the FCAT Mathematics test was Reporting Category Number Operations.</p> <p>For 4th grade the area of deficiency was Reporting Category Geometry and Measurement and for 5th grade it was Expressions and Equations.</p> <p>In 3rd grade students need additional strategies to develop a better understanding of concept relationships for problem solving.</p> <p>In 4th grade students need additional strategies to develop a better understanding real-life measurement.</p> <p>In 5th grade the additional strategies needed focus on geometric problems involving equations.</p>	<p>1a.1. Implement the Go Math Houghton Mifflin essential questioning technique to unlock the problem.</p> <p>Implement the share and show guided practice in small groups.</p> <p>Expose students to different ways to do problems and, encourage discourse of common errors to springboard learning.</p>	<p>1.1. Principal Assistant Principal</p>	<p>1a.1. Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats to review formative Interim Assessment tests, weekly block test reports.</p> <p>Conduct walk-throughs to review student work and instructional practices to ensure progress is being made and adjustments to instruction are taking place.</p> <p>Conduct department meetings to obtain teacher feedback on effectiveness of strategies being implemented and adjust instruction as needed.</p>	<p>1a.1. Formative: Weekly Block Tests, District Interim Data Reports, Student authentic work Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The result of the 2011 FCAT Mathematics Test indicates that 75% of the students achieved proficiency (Levels 4 and 5). Our goal for the 2011-2012 school year is to maintain student proficiency at 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (87)	75% (87)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2a.1. The area of deficiency for 3rd grade as noted on the 2012 administration of the FCAT Mathematics test was Reporting Category Number Operations.</p> <p>For 4th grade the area of deficiency was Reporting Category Geometry and Measurement and for 5th grade it was Expressions and Equations.</p> <p>In 3rd grade students need additional strategies to develop a better understanding of concept relationships for problem solving.</p> <p>In 4th grade students need additional strategies to develop a better understanding real-life measurement.</p> <p>In 5th grade the additional strategies needed focus on geometric problems involving equations.</p>	<p>2a.1. Provide opportunities for students to describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare contrast, and convert units of measures within the same dimension to solve problems; Solve problems requiring attention to approximation , select appropriate tools and precision measurement; derive and apply formulas for area.</p> <p>Engage students in enrichment activities to use technology such as Gizmos, Riverdeep or the National Library of Virtual Manipulatives which include visual stimulus to develop a conceptual understanding of measurement and students' geometry and spatial sense.</p>	2a.1. Principal Assistant Principal	<p>2a.1. Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats to review formative Interim Assessment tests, weekly block test reports.</p> <p>Conduct walk-throughs to review student work and instructional practices to ensure progress is being made and adjustments to instruction are taking place.</p> <p>Conduct department meetings to obtain teacher feedback on effectiveness strategies being implemented.</p>	2a.1. Formative: Weekly Block Tests; District Interim Data Reports; Student authentic work Summative: 2013 FCAT 2.0 Mathematics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:		The result of the 2012 FCAT Mathematics Test indicates that 61% of students made learning gains. Our goal is to for the 2012-2013 school year is to increase the percentage of students making learning gains by five percentage points to 66%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
63%(49)		68%(53)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. As noted on the 2012 FCAT Mathematics administration students making learning gains decreased 15% percentage points when compared to the 2011 FCAT administration. The content area of deficiency for 3rd and 4th graders was Reporting Category Number Operations, and for 5th graders it was Number Base Ten. Student need additional strategies to develop a better understanding of quick recall of multi-digit facts, as well as addition and subtraction of fractions and decimals.	3a.1. Provide share and show guided practice opportunities to transfer mathematical theory to practical application in small group instruction during instructional block. Provide enrichment opportunities in small pull out groups for all students in grades 4-5. Engage students in Gizmos, Riverdeep and National Library of Virtual Manipulatives.	3a.1. Principal Assistant Principal	3a.1. Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats to review formative weekly block test assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct department meeting discussions to attain teacher feedback on effectiveness of strategy.	3a.1. Formative: Weekly Block Tests; District Interim Data Reports; SuccessMaker Data Reports and Student authentic work. Summative: 2012 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicates that 63% of the students made learning gains. Our goal for the 2012-2013 year is to increase students achieving learning gains by five percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(N<30)	68%(N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. As noted on the 2012 FCAT Mathematics administration, it was noted that 61% of the students in grades 4 and 5 made learning gains. The area of deficiency was Reporting Category Number Operations. Students need additional strategies to develop a better understanding of quick recall of related mathematical facts.	4a.1. Provide students time from mathematical exploration and development of number sense and operations through use of manipulatives and engaging opportunities for practice. Identify lowest performing students in grades 3-5 and provide an additional 30 minutes before school tutoring sessions with Pearson's Learning Successmaker Program, provide flexible pull-out remediation and differentiated instruction to those students not demonstrating mastery on weekly block tests. Specifically, target upcoming level 4 and 5,	4a.1. Principal Assistant Principal	4a.1. Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats to review formative weekly block test assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct department meeting discussions to attain teacher feedback on effectiveness of strategy.	4a.1. Formative: Weekly Block Tests; District Interim Data Reports; SuccessMaker Data Reports and Student authentic work. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Response to Multi-Tiered System of Supports (MTSS)	K-5/Mathematics	Margaret Cox/PD Facilitator	K-5 Mathematic Teachers	August 22, 2012	Progress Monitoring Plans, Data Management Binder, Mini-assessment student work folder	Principal Assistant Principal

Common Core Training/Vertical Planning	K-5/Mathematics	Margaret Cox/PD Facilitator	K-5 Mathematic Teachers	October 26-27, 2012	Teacher's Lesson Plans, Focus Calendar, Weekly Assessments, Student work folder	Principal Assistant Principal
SuccessMaker Training Update	K-5/Mathematics	Margaret Cox/PD Facilitator	K-5 Mathematic Teachers	October 28, 2012	Data Management Binder, Mini-assessment student work folder	Principal Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
3a.1. Provide share and show guided practice opportunities to transfer mathematical theory to practical application in small group instruction during instructional block.	Weekly Block Tests – Xerox paper, duplicating supplies	FTE Supplies and materials from school budget	\$120.00
			Subtotal: \$120.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$120.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2012 administration of the Science FCAT Test indicate that 57% of the students achieved level 3 proficiency.			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving level 3 proficiency at 58%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
57%(21)		58%(22)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1a.1. According to the 2012 Science FCAT the Reporting Category of deficiency is Physical Science. Students need additional opportunities to increase scientific thinking, through experimental labs designed with exposure to Physical Science content.	1a.1. Provide PD for science teachers in order to research, collaborate, design and implement instructional strategies to increase rigor through inquiry based learning in Physical Science. Include vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the Fair Game Benchmarks.	1a.1. Principal Assistant Principal	1a.1. Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats to review the results of the school-site assessment data to monitor student progress, and adjust instruction as necessary.	1a.1. Formative: District Interim Assessment Test and biweekly Science assessments Summative: Results from 2012 FCAT 2.0 Science Assessment
---	--	--	--	--	---

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 administration of the Science FCAT Test indicate that 19% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 at 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(7)	20%(7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2a.1. According to the 2012 Science FCAT the Reporting Category of deficiency is Physical	2a.1. Provide activities for students to design and develop science and engineering projects to	2a.1. Principal Assistant Principal Science Coach	2a.1. Utilize Florida Continuous Improvement Plan Model during monthly	2a.1. Formative: Interim District School developed Science

1	Science. Students need additional opportunities for increased rigor in scientific thinking, through the development of independent projects.	increase scientific thinking and the development and implementation of inquiry-based essential labs which allow for the testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	Science Fair Chairperson Science Fair Committee Members	Professional Learning Communities Meetings and Data Chats to review student work folders periodically to ensure students are making progress and that adjustments are being made as necessary. Conduct periodic walk-throughs	Assessment Rubric Summative: Results from 2012 FCAT 2.0 Science Assessment
---	---	--	--	--	---

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Physical Science/Scientific Method	K-5/Science	Science Coach Science Fair Chairperson	K-5/Science Teachers	Monthly Department Meetings Last Friday of every month Beginning September 30, 2012.	Classroom walk-through logs	Principal Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1. Provide activities for students to design and develop			

science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based essential labs which allow for the testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	1a.1. Essential labs – Xerox paper, duplicating supplies	Supplies and materials from school budget	\$120.00
			Subtotal: \$120.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$120.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		On the 2012 Writing FCAT administration 100% of the students achieved proficiency level 3.0 or higher			
Writing Goal #1a:		Our goal for the 2012-2013 school year is to maintain 100% of students proficiency at level 4.0 or higher.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
100%(42)		100%(42)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was elaboration. According to the Mid-Year District Writing Assessment, the students need additional practice with strategies to incorporate real life	1a.1. During writing instruction students will use graphic organizer/planner to writer a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons,	1a.1. Principal Assistant Principal	1a.1. Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats. Administer and score students' monthly writing prompts to monitor students' progress and adjust focus as needed.	1a.1. Formative: District Baseline and Mid-Year Writing Assessment, students' score on monthly writing assessments. Summative: Results from 2013 FCAT 2.0 Writing

experience into their writing.	real life examples, anecdotes, and amazing facts) to develop focus and elaboration.		Review students' writing portfolios.	Assessment
--------------------------------	--	--	--------------------------------------	------------

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Writing Standards/ Vertical Planning	K-5/Language Arts	Reading/Writing Coach	K-5 Teachers	October 27-28, 2012	Leadership team will meet monthly to monitor student progress and review effectiveness of the writing instruction. Review of students' scores on monthly writing assessments. Classroom walk-throughs, logs documenting the use of techniques presented at writing training.	Principal Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1 During writing instruction students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and /or opinions through (concrete	Duplication of monthly Writing Prompts	FTE Funds – Supplies and materials from school budget	\$120.00

examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration.			
			Subtotal: \$120.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$120.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		Our goal for this year is to maintain the attendance rate at 241. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) by 2 students, and excessive tardiness (10 or more) by 3 students.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
97.23%(241)		97.23%(241)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
31		29			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
70		67			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Newly incoming parents from private school,	1.1. Provide parents with information regarding	1.1. Principal Assistant Principal	1.1. Monitor the Truancy Reports share data with	1.1. Formative Data: TCST logs and

1	who are unfamiliar with attendance policy and procedures.	District Attendance Policy during Open House Orientation and Implement Truancy Prevention Program. Refer repeating offenders to Student Services and schedule intervention conference with parents.	.	the Truancy Committee School Teach (TCST).	attendance rosters Summative Data: COGNOS Reports
---	---	--	---	--	--

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K-5 Attendance	Staff from attendance Services (District)	Counselor, Attendance Clerk	August 22, 2012	Administration will monitor the implementation to assure fidelity of this program by teachers and staff.	Administrative Team, Attendance Clerk, Counselor
Parent Open House/Orientation	K-5 Attendance	Administration Teachers	K-5 Parents	Open House Date	Administration will monitor the implementation to assure fidelity of this program by teachers and staff.	Administrative Team, Attendance Clerk, Counselor

Attendance Budget:

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

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to maintain the total number of indoor suspensions of 1 and outdoor suspension of 4.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
1	1				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
1	1				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
4	4				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
4	4				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. An increase in the number of bullying cases reported to counselor during the 2012-2013 school year.	1.1. Continue to implement the Character Education Program and Bullying Curriculum school wide. Continue to enforce the Student Code of Conduct.	1.1. Principal Assistant Principal Counselor	1.1. Monitor the What Happened Forms and Bullying Box submitted to Student Services	1.1. Data on What Happened Behavior Forms.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	K-5	Leadership Team	K-5Teachers	August 16, 2012	Utilize classroom walk-through logs to monitor teachers' enforcement of the classroom rules. Monitor What Happened Reports	Principal Assistant Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2011-2012 school year, parent participation in school wide activities was 52%. Our goal for the 2012-2013 school year is to increase parent participation by 10% to 62%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
52% (158)	62%(174)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Based on past log in hours of school-related events, there is a high level of parental involvement in social programs. However, there needs to be more emphasis placed on involving parents in academic programs in an effort to increase student achievement.	1.1. Provide Parent Resource Fair during Open House to showcase programs and resources available at the school. At Resource Fair recruit parents to enlist in various activities sponsored through the Visions – Gifted Program, SPED Departments and other Academic Departments. During Parent, Teacher Organization PTO meetings, train volunteers on procedures and protocol for logging volunteer hours completed. Monitor the system to accurately account for volunteer hours completed. Continue to distribute the Parent Academy information to parents to encourage participation.	1.1. Principal Assistant Principal	1.1. Review sign in sheets/logs.	1.1. Sign in sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding FCAT 2.0 student data	3rd Grade/ Reading/Mathematics	Third Grade Teachers	Third Grade Parents	February 14, 2013	Review sign in sheets/log to determine the number of parents attending	Principal Assistant Principal
Parent Resource Fair Parent Portal Resources	K-5 Reading, Mathematics, Writing, Science, Spanish, Art, Music	Counselor	K-5 Parents	Open House	Review sign in sheets/log to determine the number of parents attending	Principal Assistant Principal
PTO Guest Speakers Various Topics	K-5	PTO President PTO Vice-President	K-5	Beginning date: September 13, 2012 and every second Tuesday of every month thereafter	Review sign in sheets/log to determine the number of parents attending	Principal Assistant Principal

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		STEM Goal #1: The results of the 2012 administration of the Science FCAT Test indicates that 57% (22) of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving level 3 proficiency at 57% (22).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. According to the 2012 Science FCAT the Reporting Category of deficiency is Physical Science.	1.1. Provide students with Gizmos computer - based lab instruction designed to increase and develop Physical Science concept knowledge. Engage students in invention labs focused on Physical Content in preparation for student projects presented during the Science Invention Fair.	1.1. Principal Assistant Principal	1.1. Utilize Florida Continuous Improvement Plan Model during monthly Professional Learning Communities Meetings and Data Chats to review lab assessment data to monitor student progress, and adjust instruction as necessary.	1.1. Formative: District Interim Assessment Test Biweekly Science Assessments Summative results of from 2013 2.0 FCAT Science Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Physical Science/Scientific Method	K-5 Science	Science Coach Science Fair Chairperson	K-5 Science Teachers	Monthly department meetings last Friday of every month beginning September 30, 2012	Classroom walk-through logs	Principal Assistant Principal

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. N/A Goal N/A Goal #1:		N/A		
2012 Current level:		2013 Expected level:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

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

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	2a.1. Utilize exemplar text and a variety of genre such as novels, magazine articles and poetry which provide opportunities to identify the author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining	Cold Read Tests – Xerox paper, duplicating supplies	Supplies and materials from school budget	\$120.00
Reading	3a.1. Plan schedule with a pull out/push in enrichment program model. Incorporating accelerated curriculum, exemplar text, rich literature novels, Junior Great Books, and Time for Kids Magazine. Utilize the Depth of Knowledge Levels of higher order critical thinking questioning techniques throughout the curriculum to develop elements of a story, descriptive language, figurative language such as simile, metaphor and personification.	Time for Kids Magazine	Parent Teacher Organization – Parents Pre-Order	\$373.50
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	3a.1. Provide share and show guided practice opportunities to transfer mathematical theory to practical application in small group instruction during instructional block.	Weekly Block Tests – Xerox paper, duplicating supplies	FTE Supplies and materials from school budget	\$120.00
Science	1a.1. Provide activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based essential labs which allow for the testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	1a.1. Essential labs – Xerox paper, duplicating supplies	Supplies and materials from school budget	\$120.00
Writing	1a.1 During writing instruction students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and /or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and	Duplication of monthly Writing Prompts	FTE Funds – Supplies and materials from school budget	\$120.00

elaboration.				
				Subtotal: \$853.50
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	4a.1 Implement an intensive remediation tutoring pull out program utilizing Reading Plus, SuccessMaker and Voyager Programs.	Before School SuccessMaker Computer-Based Program	ESSAC Funds	\$1,315.00
CELLA	N/A	N/A	N/A	\$0.00
				Subtotal: \$1,315.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,168.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/12/2012)

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. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The EESAC funds will be utilized to fund the hourly teacher for the SuccessMaker before school Reading and Mathematics Intervention Program.	\$1,315.00

Describe the activities of the School Advisory Council for the upcoming year

The Educational Excellence School Advisory Council (EESAC) of Henry S. West Laboratory School has a defined vision and goals for student achievement. The SAC is dedicated to the academic improvement of each student. The EESAC members work with the principal in preparation, development and implementation and monitoring of the School Improvement Plan and foster an environment of professional collaboration among the educational stakeholders of the school. The EESAC review, analyzed, and evaluated pertinent data. The council has scheduled meetings, will notify participants, and will create agendas as per State and district guidelines. In addition, the council will expend the SAC budget to support school wide initiatives. The EESAC will also provide

recommendations related to technology and integration, instructional materials and supplies. The council will support efforts of the PTO in achieving a higher level of parental involvement. The principal and elected members of the EESAC use consensus management to improve student achievement in a collaborative manner.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District HENRY S. WEST LABORATORY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	98%	91%	95%	380	Writing and Science: Takes into account the % scoring 4.0 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	64%	76%			140	3 ways to make gains: ● 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?	64% (YES)	76% (YES)			140	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.
FCAT Points Earned					660	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HENRY S. WEST LABORATORY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	96%	100%	68%	360	Writing and Science: Takes into account the % scoring 4.0 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%	78%			143	3 ways to make gains: ● 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?	65% (YES)	78% (YES)			143	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.
FCAT Points Earned					646	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested