

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WEST CREEK ELEMENTARY

District Name: Orange

Principal: Janet Bittick

SAC Chair: Lesha Jones

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 11/13/2012

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

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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)
Assis Principal	Krista Bixler	Bachelor of Science in Exceptional Child Education/ Specific Learning Disabilities. Masters degree in Educational Leadership. Florida Educational Leadership and K-12 SLD Certification.	4	2	2 years as an OPCS administrator- West Creek Elementary- Grade A- 2012 Scores 576, 78% Overall Reading, 72% overall Math, 71% Overall science, 87% overall writing, 76% Learning Gains in Reading, 64% Learning Gains in Math, 79% Bottom 25% in Reading, 49% Bottom 25% in Math 2011 scores 624 100% AYP met, 71% Learning Gains in Reading, 71% Learning gains in Math Staffing Specialist at West Creek for 3.5 years (2007-2011)- 2010 Grade A- 653, 100% AYP met, 75% Learning Gains in Reading, 77% Learning gains in Math. 2009 Grade A- 656 100% AYP met, 72% Learning Gains in Reading, 76% Learning gains in Math.
		Bachelor of Science in Elementary Education Masters degree			11.5 Years as an administrator in California. 1.5 years with OPCS as an administrator-

Principal	Janet Bittick	in Educational Leadership. Florida Educational Leadership and Elementary Education Certification. California Clear Professional Administrators credential.	1.5	13	West Creek Elementary - Grade A- 2012 Scores 576, 78% Overall Reading, 72% overall Math, 71% Overall science, 87% overall writing, 76% Learning Gains in Reading, 64% Learning Gains in Math, 79% Bottom 25% in Reading, 49% Bottom 25% in Math 2011 scores 624 100% AYP met, 71% Learning Gains in Reading, 71% Learning gains in Math
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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 Coach	Kim Hutchinson	Masters Degree in Elementary Education K-6 Elementary Education certification	8	5	Eight Years at West Creek Elementary as a classroom teacher and a Reading Coach (2004-present). 2012 Scores 576, 78% Overall Reading, 72% overall Math, 71% Overall science, 87% overall writing, 76% Learning Gains in Reading, 64% Learning Gains in Math, 79% Bottom 25% in Reading, 49% Bottom 25% in Math 2011 Grade A-scores 624 100% AYP met, 71% Learning Gains in Reading, 71% Learning gains in Math 2010 Grade A- 653, 100% AYP met, 75% Learning Gains in Reading, 77% Learning gains in Math. 2009 Grade A- 656 100% AYP met, 72% Learning Gains in Reading, 76% Learning gains in Math.
Curriculum Development	Shannon Royse	Masters Degree in Elementary Education K-6 Elementary Education certification	8	1	Eight Years at West Creek Elementary as a classroom teacher (2004-present). 2012 Scores 576, 78% Overall Reading, 72% overall Math, 71% Overall science, 87% overall writing, 76% Learning Gains in Reading, 64% Learning Gains in Math, 79% Bottom 25% in Reading, 49% Bottom 25% in Math 2011 Grade A-scores 624 100% AYP met, 71% Learning Gains in Reading, 71% Learning gains in Math 2010 Grade A- 653, 100% AYP met, 75% Learning Gains in Reading, 77% Learning gains in Math. 2009 Grade A- 656 100% AYP met, 72% Learning Gains in Reading, 76% Learning gains in Math.

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	Provide staff development in the areas of Response to Intervention/Instruction, Lesson Study, Professional Learning Communities, and continue on-going staff development support in reading, writing, math and differentiation using technology	Janet Bittick, Krista Bixler, Shannon Royse (CRT), Kim Hutchinson (Reading Coach)	On-going	
2	Teacher Incentive Program	Janet Bittick	August 2013	

3	Hire highly qualified teachers with elementary education certification	Janet Bittick	August 2012	
4	Mentor/Mentee program to support teachers new to OCPS and/ or the teaching profession.	Shannon Royse	on-going	

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
0	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
53	1.9%(1)	24.5%(13)	58.5%(31)	15.1%(8)	37.7%(20)	100.0%(53)	11.3%(6)	0.0%(0)	75.5%(40)

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
Tamara Goldenberg	Holly Murray	Mentor is an experienced teacher who has facilitated learning gains with scholars on the same grade level as the mentee.	West Creek strives to provide a strong level of support for all new teachers to the school, OCPS, and the teaching profession. The level of support correlates to the level of experience and specific needs. Mentees meet with their mentor on a weekly basis, as well as, twice a month with the CRT to review curriculum, programs, policies, and professional growth. Activities: Book Study- Marzano-Classroom Instruction that Works Celebrations Classroom management techniques job observation review Support for NGSSS implementation District Assessment training Technology for the 21st Century Learner training
			West Creek strives to provide a strong level of support for all new teachers to the school, OCPS, and the teaching profession. The level of support correlates to the level of experience and

Millie Estevez- Moquette	Chelsea Howland	Mentor is an experienced teacher who has facilitated learning gains with scholars on the same grade level as the mentee.	<p>specific needs. Mentees meet with their mentor on a weekly basis, as well as, twice a month with the CRT to review curriculum, programs, policies, and professional growth.</p> <p>Activities: Book Study- Marzano-Classroom Instruction that works Celebrations Classroom management techniques iobservation review Support for NGSSS implementation District Assessment training Technology for the 21st Century Learner training</p>
Emily Dyshuk	Summer Swindell	Mentor is an experienced teacher who has facilitated learning gains with scholars on the same grade level as the mentee.	<p>West Creek strives to provide a strong level of support for all new teachers to the school, OCPS, and the teaching profession. The level of support correlates to the level of experience and specific needs. Mentees meet with their mentor on a weekly basis, as well as, twice a month with the CRT to review curriculum, programs, policies, and professional growth.</p> <p>Activities: Book Study- Marzano-Classroom Instruction that works Celebrations Classroom management techniques iobservation review Support for NGSSS implementation District Assessment training Technology for the 21st Century Learner training</p>
Wendy Allen	Caitlin Dilks	Mentor is an experienced teacher who has facilitated learning gains with scholars on the same grade level as the mentee.	<p>West Creek strives to provide a strong level of support for all new teachers to the school, OCPS, and the teaching profession. The level of support correlates to the level of experience and specific needs. Mentees meet with their mentor on a weekly basis, as well as, twice a month with the CRT to review curriculum, programs, policies, and professional growth.</p> <p>Activities: Book Study- Marzano-Classroom Instruction that works Celebrations Classroom management techniques iobservation review Support for NGSSS implementation District Assessment training Technology for the 21st Century Learner training</p>
			<p>West Creek strives to provide a strong level of support for all new teachers to the school, OCPS, and the teaching profession. The level of support correlates to the level of experience and specific needs. Mentees</p>

Melinda Miller	Courtney Gipe	Mentor is an experienced teacher who has facilitated learning gains with scholars on the same grade level as the mentee.	<p>meet with their mentor on a weekly basis, as well as, twice a month with the CRT to review curriculum, programs, policies, and professional growth.</p> <p>Activities: Book Study- Marzano-Classroom Instruction that works Celebrations Classroom management techniques jobobservation review Support for NGSSS implementation District Assessment training Technology for the 21st Century Learner training</p>
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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

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team consists of one to two teacher representatives from each grade level, instructional support personnel, reading support teachers, ESE support staff, an administration, who provides a cohesive vision and ensures the implementation of intervention support, as well as, adequate professional development to support the RtI model. The principal also communicates with parents regarding school-based RtI plans and activities.

General Education Teachers (K-5) provide information on the core curriculum, collect student data, implement Tier 1/2 instruction/interventions, works with staff members collaboratively to analyze data and make adjustments to the curriculum as necessary.

Instructional Coach (Reading) provides guidance on the K-12 reading plan, assists with and supports data collection and analysis, assists in the design and implementation of progress monitoring, identifies literature on scientifically based curriculum aides, participates in the design and delivery of professional development, and supports the implementation of Tier 1, 2 and 3 intervention plans.

Speech Language Pathologist educates the team on the role language plays in curriculum, assessment and instruction, assists in the selection of screening measures, and helps to identify student needs.

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 RtI Leadership Team and grade level teams will focus on analyzing student data regularly to identify trends that will help drive instruction. The RtI team will work to solve problems and provide teachers with appropriate support that will help them to be successful.

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 school-based RtI Leadership Team works to analyze data and program effectiveness. The information gained from this analysis helps to identify needs for the school that will be addressed in the SIP. The team will work with SAC to provide them with an overview of the RtI process and will then collaborate to set expectations for instruction.

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.

Beginning of the Year Data: FCAT, FAIR, Benchmark and Classroom Assessments

Middle of the Year Data: FAIR, Benchmark and Classroom Assessments

End of the Year Data: FCAT, FAIR and Classroom Assessments

Data will be collected twice monthly for data analysis.

A RtI behavior plan will be written in conjunction with our school-wide Positive Behavior Support System.

Describe the plan to train staff on MTSS.

The school-based RtI Team will provide professional development throughout the year in small group and whole staff sessions. The RtI Team will also attend district facilitated RtI professional development opportunities as available. The RtI team will determine staff professional development needs and plan accordingly. Progress in the RtI Implementation will be monitored through the Assessment of Problem Solving Implementation (SAPSI).

Describe the plan to support MTSS.

Reading Resources Teachers and Reading Coach are assigned to a specific grade level to support the needs of the teachers in the implementation of MTSS/RtI. The coaches monitor the scholars in tier 2 & 3 to ensure that correct data is being taken to monitor the growth of the scholars, ensure that proper interventions are in place, and change instructional course/add additional interventions for scholars not showing adequate growth through current interventions. Grade levels meet with administrators two times per month to discuss the scholars' current levels and interventions being used.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team will consist of the Reading Coach, Reading Resource Teachers, CRT, Principal and classroom teachers representing each grade level.

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

The Literacy Leadership Team will hold monthly meetings. The Reading Coach will share information obtained from the monthly Reading Coach professional development sessions with the team. The team will analyze reading data and identify trends to assist classroom teachers with resources to better differentiate instruction. The team will also organize school/community wide literacy based activities. The team will provide parents with specific information to help support their students reading at home.

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

The major initiatives of the Literacy Leadership Team this year will be to support the RtI process and the implementation of the Common Core Standards in Grades K and 1. The team will also provide parents with informational workshops that will cover a variety of topics related to reading.

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.

*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?

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?

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](#)

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:	West Creek Elementary faculty and staff, working in partnership with the School Advisory Council, will deliver the highest quality differentiated Reading instruction to each student in our community by providing opportunities for growth via innovative and visionary learning strategies. It is our goal to have over 90% of all students at West Creek Elementary that take the Reading FCAT Test score at Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 25% (87) of all 3-5th grade students at West Creek Elementary scored at Level 3 on the FCAT Reading Test. In May 2012, 72% (78) of third grade scholars scored at a level 3 or higher	By May 2013, 30% (107) of all students taking the FCAT Reading Test at West Creek Elementary will score at Level 3. By May 2013, 90% (103) scholars in third grade will read at a level 3 or higher.

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	Continue to ensure that all Level 3 students are continuing to make learning gains based on the scale score.	Using data analysis to monitor students' progress on an on-going basis (bi-weekly) using individual data cards and team data meetings.	Classroom teachers, Instructional Support staff, Administrators	Data meeting, Individual data cards	District and grade level assessments
2	The MTSS/RtI implementation process using the Response to Instruction Model.	Continue to work with RtI team and Instructional support staff to ensure that all teachers have the materials and support needed to place scholars appropriately and ensure that they are receiving targeted, differentiated instruction.	Classroom teachers, Instructional support staff, administrators	Bi-weekly data team meetings, Individual Data cards	2013 FCAT scores, FAIR scores, Benchmark scores
3	New team members (to WCE and the teaching profession) throughout the grade levels learning the grade level curriculum/standards.	Provide a teacher mentoring program, and PLC teams.	CRT, Mentors, Instructional Support staff, Administration	Monthly Mentor/Mentee meetings, common instruction seen across the grade levels.	Mid and end of the year mentee surveys
4	The students struggling to make learning gains are our ESOL and ESE students.	All students regardless of their academic need will participate in the RtI process (Response to Instruction).	RtI Team, principal, classroom teachers	Regular review of on-going progress monitoring data	On-Going Progress Monitoring Assessments, CELLA, FAIR Assessments, classroom assessments, teacher observations
5	Scholars entering grade 3 without the needed foundation/phonics skills	Reading Progress monitoring for scholars in K-2 done through common multiple measure. Weekly data monitoring discussions. MTSS/RtI	Principal, Reading Coach, Reading Resource teachers, Teachers	Monitoring of scholars data. Monitoring through the RtI process and scholars movement through tiers.	Common assessment data. FAIR, FLKRS, Common assessments

6	Staff understanding and recognizing the difference between a disability verses a learning gap.	Through the RTI process/ progress monitoring and through additional instructional strategies for struggling learners we will decrease the over identification of all subgroups in "special education".	Staffing Specialist, Principal, Asst. Principal	RtI data card monitoring. Special Education referrals	Referrals to Special
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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:	West Creek Elementary faculty and staff, working in partnership with the School Advisory Council, will deliver the highest quality individualized Reading instruction to each student in our community by providing opportunities for growth via innovative and visionary learning strategies. It is our goal to have 75% of all students at West Creek Elementary that take the Florida Alternate Assessment Test score at Level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 11% (1) of all 3-5th grade students at West Creek Elementary scored at Level 4, 5, and 6 on the Florida Alternate Assessment Reading Test.	By May 2013, 50% (2) of all students taking the Florida Alternate Assessment Reading Test at West Creek Elementary will score at Level 4, 5, and 6.

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	A scholar's individual difficulties with expressive language and reflecting the knowledge that they have learned.	Finding appropriate materials used to support individual needs (visual supports, communication devices)	ASD classroom teachers, Staffing Specialist Behavior Specialist	Progress monitoring of IEP goals	2013 FAA
2	New team member to WCE and to Florida Alternate Assessment administration.	Teacher mentoring, weekly PLC meetings, District Florida Alternate Assessment Training	Mentor, Team Leader, District FAA Training Team, Instructional Support Staff, Administrator	Monthly Mentor/Mentee meetings, Monthly FAA practice sessions	Mid and end of year Mentee surveys, FAA Training Post Test
3	Implementation of PMAPP for grades 3-5.	Conduct PMAPP Training	Mentor, District PMAPP Training Team, Instructional Support Staff, Administrator	Weekly PLC meetings	Triennial PMAPP Data Summary
4	Continue to ensure that all Level 4, 5, and 6 students are continuing to make learning gains.	Using data analysis to monitor students' progress on an ongoing basis (bi-weekly) using individual data cards and team data meetings.	ESE Classroom teachers, Instructional Support staff, Administrators	Data meetings, Individual Data Cards, Progress Monitoring	District assessments, Individual Goal Tracking, Progress Monitoring

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:	West Creek Elementary faculty and staff, working in partnership with the School Advisory Council, will deliver the highest quality differentiated Reading instruction to each student in our community by providing opportunities for growth via innovative and visionary learning strategies. It is our goal to maintain the students currently performing above grade level (level 4 & 5) and increase the number of students that move up to these levels based on the 2012 FCAT scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In May 2012, 53% (182) scored at levels 4 or 5 on the FCAT Reading Test.	By May of 2013, at least 63% (222) of all students taking the FCAT Reading Test at West Creek Elementary will score at levels 4 or 5.
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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	Time and materials for differentiated/enrichment instruction. Ensuring that all Level 4 and 5 students are continuing to make learning gains based on the scale scores	Using data analysis to monitor students progress on an on-going basis (bi-weekly) using individual data cards and team data meetings.	Classroom teachers, Instructional Support staff, Administrators	Data meetings, Individual data cards	District and grade level assessments
2	Having new team members throughout the grade levels.	Conducting Mentor/Mentee meetings, PLC	CRT, Instructional Support, Administrators	Data Meetings, common lessons on each team	Mid and end of the year mentee survey.
3	Maintain students currently scoring at level 4 & 5	Provide challenge and enrichment support/ Response to Instruction for scholars performing above grade level.	Classroom teachers, Instructional Support staff, Administrators	Data meetings	Edusoft, 2013 FCAT data

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:	West Creek Elementary faculty and staff, working in partnership with the School Advisory Council, will deliver the highest quality individualized Reading instruction to each student in our community by providing opportunities for growth via innovative and visionary learning strategies. It is our goal to maintain the students currently performing above level 7 and increase the number of students that move up to these levels based on the 2013 Florida Alternate Assessment scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 22% (2) of all 3-5th grade students at West Creek Elementary scored at or above Level 7 on the Florida Alternate Assessment Reading Test.	By May 2013, 25% (1) of all students taking the Florida Alternate Assessment Reading Test at West Creek Elementary will score at or above Level 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
1	The scholar's disability/behaviors impede him/her from being able to access and be assessed using grade level curriculum.	Increasing his/her mainstream time.	ASD teacher, Staffing Specialist	IEP goal Monitoring, Benchmark	2013 FAA
2	New team member to WCE and to Florida Alternate Assessment administration.	Teacher mentoring, weekly PLC meetings, District Florida Alternate Assessment Training	Mentor, Team Leader, District FAA Training Team, Instructional Support Staff, Administrator	Monthly Mentor/Mentee meetings, Monthly FAA practice sessions	Mid and end of year Mentee surveys, FAA Training Post Test
3	Implementation of PMAPP for grades 3-5.	PMAPP Training	Mentor, District PMAPP Training Team, Instructional Support Staff, Administrator	Weekly PLC meetings	Triennial PMAPP Data Summary
	Continue to ensure that	Using data analysis to	ESE Classroom	Data meetings, Individual	District

4	all Level 7, 8, and 9 students are continuing to make learning gains.	monitor students' progress on an ongoing basis (bi-weekly) using individual data cards and team data meetings.	teachers, Instructional Support Staff, Administrators	data cards, Progress Monitoring	assessments, Individual Goal Tracking, Progress Monitoring
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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:	WCE's goal is to increase the percentage of students making learning gains at West Creek by analyzing current data and determining the student population that did not make learning gains. Based on this analysis the RTI team will be able to make recommendations on the best way to meet the needs of the target group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 76% (245) of all students at West Creek Elementary that took the FCAT Reading Test made learning gains in reading.	In May 2013, 80% (279) of all students at West Creek Elementary that take the FCAT Reading Test will make learning gains in reading.

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	We are currently below 80% of the scholars demonstrating learning gains.	Use the Response to Instruction/ Response to Intervention program, common formative assessments, Continuous data monitoring.	Teachers, Instructional Support staff, Administrators	Data team meetings, individual data cards	Benchmark assessments, FAIR, 2013 FCAT
2	Ensuring that our ESOL/ELL population continues to be provided a solid foundation of ESOL strategies assimilated into each lesson.	Ensuring that ESOL strategies are reviewed with teachers, research discussions regarding best practices for teaching ESOL students.	ESOL designee, Teachers, Instructional Support staff, administrators	Data team meetings, monitoring AYP groups	CELLA test data-growth demonstrated, Benchmark assessments, 2013 FCAT
3	Students in this group may be ESOL or ESE students.	Each student regardless of academic need will participate in the RTI (Response to Instruction) process.	RTI Team, Principal, classroom teachers	Regularly scheduled RTI data meetings to discuss, evaluate and analyze data.	On-Going Progress Monitoring, Classroom Assessments, FAIR Assessments, Teacher Observations

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:	WCE's goal is to increase the percentage of students making learning gains by analyzing current data and determining the students who did not make learning gains. Based on this analysis the RTI team will be able to make recommendations on the best way to meet the needs of the target group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 67% (2) of all 3-5th grade students at West Creek Elementary made learning gains on the Florida Alternate Assessment Reading Test.	By May 2013, 100% (3) of all students taking the Florida Alternate Assessment Reading Test at West Creek Elementary will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	The scholar's disability/behaviors impede him/her from being able to access and be assessed using grade level curriculum.	Use discrete trial training, precision teaching, PECS	ASD teachers, Staffing Specialist	Progress toward IEP goals	2013 FAA
2	New team member to WCE and to Florida Alternate Assessment administration.	Teacher mentoring, weekly PLC meetings, District Florida Alternate Assessment Training	Mentor, Team Leader, District FAA Training Team, Instructional Support Staff, Administrator	Monthly Mentor/Mentee meetings, Monthly FAA practice sessions	Mid and end of year Mentee surveys, FAA Training Post Test
3	Implementation of PMAPP for grades 3-5.	PMAPP Training	Mentor, District PMAPP Training Team, Instructional Support Staff, Administrator	Weekly PLC meetings	Triennial PMAPP Data Summary
4	Continue to ensure that all students are making learning gains.	Using data analysis to monitor students' progress on an ongoing basis (bi-weekly) using individual data cards and team data meetings.	ESE Classroom teachers, Instructional Support Staff, Administrators	Data meetings, Individual Student Data Cards, Progress Monitoring	District assessments, Individual Goal Tracking, Progress Monitoring

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:	Our goal at West Creek Elementary is to increase the number of students making learning gains with the lowest 25%. We will accomplish this by analyzing student data, identifying trends and developing a plan to meet the needs of this student group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 79% (37) of all students (identified in the lowest 25% subgroup) that took the FCAT Reading Test at West Creek Elementary made learning gains.	In May 2013, 85% of all students (identified in the lowest 25% subgroup) that take the FCAT Reading Test at West Creek Elementary will make learning gains.

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	Continuing to make the necessary learning gains. The number of scholars making learning gains is below 80% (Currently 45 scholars are in the bottom 25% subgroup- 79% (35) made learning gains)	Using Response to Instruction/ Response to Intervention model to ensure that targeted, differentiated instruction is being used to support the needs of the individual students. Weekly monitoring, common formative assessments	Teachers, Instructional Support staff, Administrators	Monitoring of the RtI program, Bi-weekly data team meetings	Individual Data progress, Frequent assessments/ progress monitoring, benchmarks, FAIR, 2013 FCAT
2	Several of the students scoring in the bottom 25% are identified either ESOL or ESE (6 ESE and 17 ESOL= 50% of subgroup)	Evaluate the current level of support being provided to both ESE and ESOL identified students, ensure that proper support systems are in place to provide strong academic instruction at each students level of individual need.	ESE teachers, ESOL designee, Teachers, Instructional Support staff, Administrators.	IEP goals and progress monitoring, CELLA progress monitoring, team data meetings, Individual data cards	Individual Data progress, Frequent assessments/ progress monitoring, benchmarks, 2013 FCAT
	Ensuring that new teachers to the ESE department and to general education	Having a mentee program to review Special Education procedures and expectations for	Teachers, Instructional Support staff, Administrators	Mentor/Mentee meetings, Data team meetings	Individual Data progress, Frequent assessments/ progress

3	classrooms assigned ESE students are trained appropriately.	ESOL scholars, as well as, continue to discuss progress monitoring techniques and differentiated instructional strategies			monitoring, benchmarks, 2013 FCAT
4	Students in this sub group are primarily ESE and ESOL students new to the country and have very limited English proficiency	Each student regardless of academic need will participate in the RtI (Response to Instruction) process.	RtI Team, Principal, Classroom Teachers	The RtI Team will meet regularly to analyze progress monitoring data and make adjustments to instruction as necessary.	On-Going Progress Monitoring, Classroom Assessments, FAIR Assessments, Teacher Observation

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 # West Creek Elementary will increase the number of scholars scoring at a satisfactory level (level 3 or above) on the FCAT reading assessment as indicated by the numbers listed below.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78%	84%	86%	87%	89%	

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:	All West Creek Elementary scholars will continue to make gains in the area of reading and we will continue to close the gap on all subgroups. As we work to support our students in the 2012-2013 school year we will continue to provide appropriately differentiated instruction to meet the needs of these and all learners.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of West Creek scholars in identified subgroups not scoring satisfactory on 2012 FCAT: White 16%, Black 33%, Hispanic 35%, Asian 8%.	By May 2013, West Creek will close the achievement gap for all scholars and subgroups. The identified subgroups will close the gap on scholars not making satisfactory progress by 10% = White 14%, Black 30%, Hispanic 31%, Asian 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
1	Ensuring that all West Creek Scholars are making learning gains no matter what ethnicity.	Continue to monitor and provide support for all scholars not performing on level one in the RtI process.	Teacher, grade level, Staffing specialist, Reading support teachers, Administration.	RtI card monitoring, lesson plan monitoring for tier 2 and tier 3.	District benchmarks, common grade level assessments, 2013 FCAT.
2	The fact that many of our scholars come not only from a sub-group ethnicity, but they also come from a home that speaks a second language. These children fall into both the ESOL and ethnicity subgroups.	Continuing to provide solid strategies for the teaching of Explicit English Instruction.	CCT, Administration, classroom teachers	RtI card monitoring with ESOL scholars specifically looked at for growth trends.	CELLA scores, 2013 FCAT, District Benchmarks, Common grade level assessments.
3	English not be the native language of several a large majority of scholars in the subgroups.	Explicit English Language Instruction, Vocabulary building, SIOP	ESOL designee, Principal, Asst. Principal, Teachers	Monitoring of the subgroups through the RtI process and the common assessments.	2013 FCAT, CELLA

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:	In May 2013, we will decrease the percentage of ELL scholars below grade level by 10% based on the 2013 FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, the percentage of English Language Learners not making satisfactory progress in reading was 51% (49% made 3 or higher).	By May 2013, the percentage of English Language Learners not making satisfactory progress in Reading will be 45% (55% will make a three or higher).

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	ESOL scholars lack the background knowledge and academic vocabulary to attain grade level standards in given time frame.	Explicit English Language instruction in basic vocabulary and background.	Principal, Asst. Principal, Classroom Teachers, Staffing Specialist.	Monitor data on an on-going basis through team data meetings. Monitor movement through the MTSS/RtI process.	Benchmark assessments, 2013 FCAT, CELLA
2	Limited English Proficiency among ESE scholars.	Appropriate IEP goals and curriculum used to support the development of language and foundational skills.	Principal, Asst. Principal, Reading Coaches, ASD teachers, Staffing Specialist	Monitoring of data with teachers during team meetings.	Benchmark data, FCAT 2013, summative assessments.

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:	In May 2012, we will decrease the percentage of scholars below grade level by 15% based on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, the percentage of SWD not making satisfactory progress in reading was 79% (21% made 3 or higher).	By May 2013, the percentage of SWD not making satisfactory progress in reading will be 68% (30% will make a 3 or higher).

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	A large number of the ESE scholars are significantly below grade level.	Work to ensure learning gains for these scholars by working from their current level and continuing to close the achievement gap with explicit targeted instruction.	Staffing Specialist, Special Education staff, classroom teachers, Administration	Monitoring of individual scholars baseline growth and the closing of the achievement gap.	2013 FCAT, District benchmarks, IEP goals
2	Students with autism often have difficulties with reading strategies/application that require higher level thinking skills that are not explicitly stated in the text (inferencing, authors purpose...)	Continual support on targeted reading strategies and skills	Principal, Staffing Specialist, Teachers	Monitoring of data for critical thinking skills and reading application activities through data meetings	Benchmark assessments, Common assessments based on targeted skills, FCAT 2013

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:	In May 2012, we will decrease the percentage of Economically Disadvantaged scholars working below grade level by 10% on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, the percentage of Economically Disadvantaged students not making satisfactory progress in reading was 32% (68% made 3 or higher).	By May 2013, the percentage of Economically Disadvantaged students not making satisfactory progress in reading will be 29% (71% will make a 3 or higher).

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	Continuing to provide resources and materials needed by these scholars	Purchase materials resources, and books for use by these scholars.	Administration, teachers, support staff	Monitoring the RtI cards for scholars in this program to ensure they are moving to grade level or making learning gains.	2013 FCAT, District Benchmark Assessments.

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
Houghton Mifflin Training	K-5/Reading	Reading Coach/CRT	Teachers new to West Creek	August, 2013	Teacher Observation	Principal, Reading Coach/CRT
FAIR Assessment Training	K-5	Reading Coach	Teachers New to West Creek	September, 2013	Teacher Observation	Principal, Reading Coach/CRT
Lesson Study Training	Grade 5/Reading	CRT	Grade 3, 4 & 5	Fall, 2013	Teacher Observation Continue training on Lesson Study Model	Principal, Asst. Principal, CRT
Marzano's Art and Science of Teaching	Pre-K- 5	Principal, Asst. Principal	Teachers School-wide	On-going/monthly	Student assessment results, Informal and formal observations, lesson plan reviews and weekly team/data meetings. Lesson Study data analyzed.	Principal and Asst. Principal
RtI/MTSS process	Pre-K- 5	Principal, Asst. Principal, Reading Coaches, Staffing Specialist, CRT	Teachers school-wide	On-going/monthly	Collection and analysis of student data to determine needed interventions, weekly team/data meetings	Principal, Asst. Principal, CRT, Staffing Specialist, Reading Coaches
FCIM	Pre-K-5	Principal and Asst. Principal	Staff school-wide	On-going/weekly team meetings	Collection and analysis of student data to determine needed interventions, monitoring curriculum alignment to NGSS/CCS	Principal and Asst. Principal
Professional Learning Community	Pre-K-5	Principal and Asst. Principal	School-wide	On-going/monthly	Meeting agenda and notes, grade level consistency, common formative assessments	Principal and Asst. Principal

Reading 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
Accelerated Reader	Software Annual contract	General Fund	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Staff development- PLC conference	General Fund	\$7,000.00
Lesson Study training for grades 3-5	Staff development- subs	General Fund/ Title II	\$3,300.00
			Subtotal: \$10,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Additional support for the Response to Instruction/Reading Block (tier I) and the Response to Intervention (tier II) time.	Hiring of 2 Reading Resource teachers to offset class sizes and offer intervention	General Fund	\$119,000.00
Instructional Reading Coach will help to training and support classroom teachers in the area of Reading and the transition to the Common Core Standards	Hiring of a full time Reading Coach	General Fund/SAI funds	\$59,000.00
			Subtotal: \$178,000.00
			Grand Total: \$190,800.00

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:		By May 2013, West Creek Elementary School will increase the percentage of students that are proficient in Listening/Speaking based on the 2013 CELLA administration, to 50%.			
2012 Current Percent of Students Proficient in listening/speaking:					
During the Spring 2012 CELLA administration, 38% (50/132) of our total ELL population assessed scored proficient in Listening/Speaking.					
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
	An increase of the number of students enrolling who lack	Grade level teams will work together to determine key	Principal, Asst. Principal, ESOL Designee, CRT,	Classroom teachers review student data bi-weekly with	FAIR, Edusoft Benchmark Testing,

1	vocabulary skills in English to be successful with the academic curriculum.	vocabulary that will be explicitly taught (contextualize key vocabulary) per learning goal utilizing ELL strategies and supports, such as, visuals/picture cues, front-loading, cloze sentences, graphic organizers and word sorts, high-yield vocabulary strategies, realia, multimedia, demonstrations, guided reading groups utilizing a variety of literature, and adapted text. Targeted Professional Development for teachers related to high-yield vocabulary strategies. Students will receive explicit vocabulary instruction during 50-minute guided small group reading four days per week with the assistance of a bilingual paraprofessional.	Reading Coach, Reading Teachers, and Classroom Teachers	administration team at grade level team data meetings and discuss the four essential questions of PLCs. Formative assessments, progress monitoring tools (i.e. FAIR, DIBELS, BPST and CORE Phonics), class work, homework and end of unit assessments will be used to monitor student understanding of concepts taught.	formative assessments, progress monitoring results, summative assessments, class work, homework, informal observations, and review of lesson plans.
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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:	By May 2013, West Creek Elementary School will increase the percentage of students that are proficient in Reading based on the 2013 CELLA administration, to 50%.
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2012 Current Percent of Students Proficient in reading:

During the Spring 2012 CELLA administration, 41% (52/128) of our total ELL population assessed scored proficient in Reading.

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
	West Creek Elementary School has seen an increase in the number of students enrolling who lack knowledge of the English language to be successful with the academic curriculum.	Grade level teams will work together to develop lesson plans that integrate research-based instructional strategies for ELL students to support reading comprehension, such as, pre-reading strategies, scaffolding, repeated readings, GIST strategies, adapted text, directed reading-thinking activities, visuals, jigsaw text reading, SQP2RS, Reciprocal Teaching, graphic organizers, outlines,	Principal, Asst. Principal, ESOL Designee, CRT, Reading Coach, Reading Teachers, and Classroom Teachers	Classroom teachers review student data bi-weekly with administration team at grade level team data meetings and discuss the four essential questions for PLCs. Formative assessments, progress monitoring tools (i.e. FAIR, DIBELS, BPST and CORE Phonics), class work, homework and end of unit assessments will be used to monitor student understanding of concepts taught.	FAIR, Edusoft Benchmark Testing, formative assessments, progress monitoring results, summative assessments, class work, homework, informal observations, and review of lesson plans.

1	<p>multimedia, and audio text. Targeted Professional Development for teachers related to research-based reading strategies.</p> <p>Students will receive explicit reading instruction during 50-minute guided small group reading four days per week with the assistance of a bilingual paraprofessional.</p> <p>IMS training for classroom teachers will be utilized to increase access to and knowledge of data analysis.</p>			
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Students write in English at grade level in a manner similar to non-ELL students.

<p>3. Students scoring proficient in writing. CELLA Goal #3:</p>	<p>By May 2013, West Creek Elementary School will increase the percentage of students that are proficient in Writing based on the 2013 CELLA administration, to 50%.</p>
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2012 Current Percent of Students Proficient in writing:

During the Spring 2012 CELLA administration, 43% (55/129) of our total ELL population assessed scored proficient in Writing.

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>West Creek Elementary School has seen an increase in the number of students enrolling who lack knowledge of the English language to be successful with the academic curriculum.</p>	<p>Grade level teams will work together to develop lesson plans that integrate instructional strategies for ELL students to support writing, such as, differentiated sentence starters, cloze passages, writing headlines to develop descriptive language skills, visuals, graphic organizers, and explicit strategic sentence and paragraph writing strategies.</p> <p>Targeted Professional Development for teachers related to writing strategies.</p>	<p>Principal, Asst. Principal, ESOL Designee, CRT, Reading Coach, Reading Teachers, and Classroom Teachers</p>	<p>Classroom teachers review student data bi-weekly with administration team at grade level team data meetings and discuss the four essential questions for PLCs. Formative assessments, monthly school-wide writing prompts, and classroom writing assignments will be used to determine student's success with writing strategies.</p>	<p>Review of lesson plans, results of classroom writing and school-wide writing prompts graded on a standard rubric.</p>

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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 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:	West Creek Elementary faculty and staff, working in partnership with the School Advisory Council, will deliver the highest quality differentiated Math instruction to each student in our community by providing opportunities for growth via innovative and visionary learning strategies. It is our goal to have 94% of all students at West Creek Elementary that take the Math FCAT Test score at Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 29% (103) of all 3rd-5th grade students at West Creek Elementary scored at level 3 on the FCAT Math Test.	In May 2013, 27% (83) of all students taking the FCAT Math Test at West Creek Elementary will score at Level 3.

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	Continue to ensure that all Level 3 students are continuing to make learning gains based on the scale score.	Using data analysis to monitor students' progress on an on-going basis during team data meetings	Classroom teachers, Instructional Support staff, Administrators	Data meetings	District and grade level assessments
2	Continue to build a multi-grade level program that supports the foundation of scientific procedures and content.	Plan cross-grade level meetings to discuss how grade levels are implementing the scientific process into the science curriculum.	Classroom teachers, Instructional Support staff, Administrators	Team meeting, 2013 FCAT science scores	2013 FCAT science, Benchmark science scores
3	New team members (to WCE and the teaching profession) throughout the grade levels learning the grade level curriculum/standards.	Provide a teacher mentoring program, and PLC teams.	CRT, Mentors, Instructional Support staff, Administration	Monthly Mentor/Mentee meetings, common instruction seen across the grade levels.	Mid and end of the year mentee surveys
4	Scholars' lack of fluency on basic math operations	Monitor scholars' fluency on basic operations at the appropriate grade level (K-3). Provide math intervention time built into the school week.	Principal, Asst. Principal	Monitoring student data in the area of math. Analyzing common assessment data.	Common assessments.
5	Current usage of the core adopted math program verses standards based focus.	Conduct staff development will take place on how to use the core math adoption as a supplement to the NGSSS/CCSS while building in hands-on learning experiences that promote rigor and critical thinking skills.	Principal, Asst. Principal, CRT	Formal and Informal observations, monitoring of lesson plans, Monitoring of student data, Analyzing common assessment data	Common Formative/Summative assessments,
6	Current depth of teaching math skills/concepts using NGSSS verses what is expected in the CCSS.	Conduct staff development in the area of math and mathematical thinking. Marilyn Burns strategies and activities will be used to model a higher level of mathematical thinking for use in	Principal, Asst. Principal, CRT	Formal and informal observations, monitoring of lesson plans, monitoring of student data, Analyzing	District and grade level summative assessments,

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:	West Creek Elementary faculty and staff, working in partnership with the School Advisory Council, will deliver the highest quality individualized Math instruction to each student in our community by providing opportunities for growth via innovative and visionary learning strategies. It is our goal to have 50% of all students at West Creek Elementary that take the Florida Alternate Assessment Test score at Level 4, 5, and 6 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 22% (2) of all 3rd-5th grade students at West Creek Elementary scored at Level 4, 5, and 6 on the Florida Alternate Assessment Math Test.	By May 2013, 50% (2) of all students taking the Florida Alternate Assessment Math Test at West Creek Elementary will score at Level 4, 5, and 6.

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	A scholar's individual difficulties with expressive language and reflecting the knowledge that they have learned.	Finding appropriate materials used to support individual needs (visual supports, Communication devices)	ASD classroom teachers, Wendy Allen, Staffing Specialist, Behavior Specialist	Progress monitoring of IEP goals	2013 FAA
2	New team member to WCE and to Florida Alternate Assessment administration	Teacher mentoring, weekly PLC meetings, District Florida Alternate Assessment Training	Mentor, Team Leader, District FAA Training Team, Instructional Support Staff, Administrator	Monthly Mentor/Mentee meetings, Monthly FAA practice sessions	End of year Mentee surveys, FAA Training Post Test
3	Continue to ensure that all Level 4, 5, and 6 students are continuing to make learning gains.	Using data analysis to monitor students' progress on an ongoing basis (bi-weekly) using individual data cards and team data meetings.	ESE Classroom teachers, Instructional Support Staff, Administrators	Data meetings, Individual Data Cards, Progress Monitoring	District assessments, Individual Goal Tracking, Progress Monitoring
4	No district identified progress monitoring tool for Math.	Develop and implement a progress monitoring tool to measure Math skills.	ESE Classroom teachers, Instructional Support Staff, Administrators	Baseline Data, Progress Monitoring	Florida Alternate Assessment
5	Lack of instructional materials to support multi-leveled learners in Math.	Acquire additional instructional resources available through Instructional Support Staff, provide training for ESE classroom teachers and integrate into instruction.	ESE Classroom teachers, Instructional Support Staff, Administrators	Baseline Data, Progress Monitoring	Baseline Data, Progress Monitoring

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:	West Creek Elementary faculty and staff, working in partnership with the School Advisory Council, will deliver the highest quality differentiated Math instruction to each student in our community by providing opportunities for growth via innovative and visionary learning strategies. It is our goal to have 93% of all students at West Creek Elementary that take the Math FCAT Test score at Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In May 2012, 43% (154) students scored above grade level with a level 4 or 5 on the FCAT Math Test.			By May 2013, 66% (212) of all West Creek Scholars will score a level 4 or 5 on the FCAT Math Test.		
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	Time and materials for differentiated/enrichment instruction. Ensuring that all Level 4 and 5 students are continuing to make learning gains based on the scale scores	Using data analysis to monitor students progress on an on-going basis (bi-weekly) using team data meetings.	Classroom teachers, Instructional Support staff, Administrators	Data meetings	District and grade level assessments
2	Having new team members throughout the grade levels.	Conducting Mentor/Mentee meetings, PLC	CRT, Instructional Support, Administrators	Data Meetings, common lessons on each team	Mid and end of the year mentee survey.
3	Maintain students currently scoring at level 4 & 5	Provide challenge and enrichment support/ Response to Instruction for scholars performing above grade level.	Classroom teachers, Instructional Support staff, Administrators	Data meetings	Edusoft, 2013 FCAT data
4	Limited amount of time for enrichment activities	Use common formative assessments to determine if scholars are already proficient with specific skills. Use class time for enrichment activities with high level of enrichment and critical thinking for scholars that have mastered grade level concepts	Principal, Asst. Principal, CRT, Teachers	monitoring of student data (formative and summative) during grade level meetings. Informal observation in classrooms.	Informal observations, student data

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:	West Creek Elementary faculty and staff, working in partnership with the School Advisory Council, will deliver the highest quality individualized Math instruction to each student in our community by providing opportunities for growth via innovative and visionary learning strategies. It is our goal to maintain the students currently performing above level 7 and increase the number of students that move up to these levels based on the 2013 Florida Alternate Assessment scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 22% (2) of all 3rd-5th grade students at West Creek Elementary scored at or above Level 7 on the Florida Alternate Assessment Math Test.	By May 2013, 25% (1) of all students taking the Florida Alternate Assessment Math Test at West Creek Elementary will score at or above Level 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
1	The scholar's disability/behaviors impede him/her from being able to access and be assessed using grade level curriculum.	Increasing his/her mainstream during math	ASD Teacher, Staffing Specialist	IEP goal, Benchmark	2013 FAA
	New team member to WCE and to Florida	Using data analysis to monitor students'	Teacher mentoring, weekly PLC	Monthly Mentor/Mentee meetings, Monthly FAA	Mid and end of year Mentee

2	Alternate Assessment administration.	progress on an ongoing basis (bi-weekly) using individual data cards and team data meetings.	meetings, District Florida Alternate Assessment Training	practice sessions	surveys, FAA Training Post Test
3	Continue to ensure that all Level 4, 5, and 6 students are continuing to make learning gains.	Using data analysis to monitor students' progress on an ongoing basis (bi-weekly) using individual data cards and team data meetings.	ESE Classroom teachers, Instructional Support Staff, Administrators	Data meetings, Individual Data Cards, Progress Monitoring	District assessments, Individual Goal Tracking, Progress Monitoring
4	Continue to ensure that all Level 4, 5, and 6 students are continuing to make learning gains.	Using data analysis to monitor students' progress on an ongoing basis (bi-weekly) using individual data cards and team data meetings.	ESE Classroom teachers, Instructional Support Staff, Administrators	Data meetings, Individual Data Cards, Progress Monitoring	District assessments, Individual Goal Tracking, Progress Monitoring
5	No district identified progress monitoring tool for Math.	Develop and implement a progress monitoring tool to measure Math skills.	ESE Classroom teachers, Instructional Support Staff, Administrators	Baseline Data, Progress Monitoring	Florida Alternate Assessment
6	Lack of instructional materials to support multi-leveled learners in Math.	Acquire additional instructional resources available through Instructional Support Staff, provide training for ESE classroom teachers and integrate into instruction.	ESE Classroom teachers, Instructional Support Staff, Administrators	Monitor fidelity and use of new instructional materials through lesson plans and classroom observations.	Baseline Data, Progress Monitoring

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:	Our goal is to increase the percentage of students making learning gains at West Creek by analyzing current data and determining the student population that did not make learning gains. Based on this analysis, the RtI team will be able to make recommendations on the best way to meet the needs of the target group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 64% (225) of all students at West Creek Elementary School made learning gains on the FCAT Math Test.	By May 2013, 80% (260) of all students at West Creek Elementary School will make learning gains on the FCAT Math Test.

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	Continuing to make necessary learning gains. The number of students making learning gains has decreased over the last several years. 2010- 77%, 2011 71%, 2012 64%	Conducting PLC, common formative assessments, continuous data monitoring.	Teachers, Instructional Support staff, Administrators	Data team meetings	Benchmark assessments, 2013 FCAT
2	Ensuring that our ESOL/ELL population continues to be provided a solid foundation of ESOL strategies assimilated into each lesson.	Ensuring that ESOL strategies are reviewed with teachers, research discussions regarding best practices for teaching ESOL students.	ESOL designee, Teachers, Instructional Support staff, administrators	Data team meetings, monitoring AYP groups	CELLA test data-growth demonstrated, Benchmark assessments, 2013 FCAT
3	As there was a decrease in student achievement based on the 2011 projected goal we will have to provide	Analyze data, identify trends, secure resources to meet student needs as indicated by data.	RtI Team, Principal, Classroom Teacher	Regularly scheduled data analysis meetings.	Classroom/Benchmark Assessments, Teacher Observations

	additional support to our students in order for them to meet current goals.				
4	Consistency of Instruction between classrooms within the same grade level to ensure they have the same rigor and relevance	Analyze past years math data and discuss with grade levels. Discuss rigorous and relevant instructional plans following the PLC guiding questions.	Principal, Asst. Principal, CRT	Review data with team, discuss data with teachers during team.	Student assessment results, informal observations, Lesson plan reviews and data meetings.

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:	Our goal is to increase the percentage of students making learning gains at West Creek by analyzing current data and determining the student population that did not make learning gains. Based on this analysis, the PLC team will be able to make recommendations on the best way to meet the needs of the target group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 67% (2) of all 3rd-5th grade students at West Creek Elementary made learning gains on the Florida Alternate Assessment Math Test.	By May 2013, 100% (3) of all students taking the Florida Alternate Assessment Math Test at West Creek Elementary will make learning gains.

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 scholar's disability/behaviors impede him/her from being able to be taught and assessed using grade level curriculum.	Use discrete trial training, precision teaching, PECS	ASD teachers, Wendy Allen-Staffing Specialist	Progress toward IEP goals	2013 FAA
2	New team member to WCE and to Florida Alternate Assessment administration.	Teacher mentoring, weekly PLC meetings, District Florida Alternate Assessment Training	Mentor, Team Leader, District FAA Training Team, Instructional Support Staff, Administrator	Monthly Mentor/Mentee meetings, Monthly FAA practice sessions	Mid and end of year Mentee surveys, FAA Training Post Test
3	Continue to ensure that all students are continuing to make learning gains.	Using data analysis to monitor students' progress on an ongoing basis (bi-weekly) using individual data cards and team data meetings.	ESE Classroom teachers, Instructional Support Staff, Administrators	Data meetings, Individual Data Cards, Progress Monitoring	District assessments, Individual Goal Tracking, Progress Monitoring
4	No district identified progress monitoring tool for Math.	Develop and implement a progress monitoring tool to measure Math skills.	ESE Classroom teachers, Instructional Support Staff, Administrators	Baseline Data, Progress Monitoring	Florida Alternate Assessment
5	Lack of instructional materials to support multi-leveled learners in Math.	Acquire additional instructional resources available through Instructional Support Staff, provide training for ESE classroom teachers and integrate into instruction.	ESE Classroom teachers, Instructional Support Staff, Administrators	Monitor fidelity of use of new instructional materials through lesson plans and classroom observations.	Baseline Data, Progress Monitoring

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%	Our goal at West Creek Elementary is to increase the number
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making learning gains in mathematics. Mathematics Goal #4:	of students making learning gains with the lowest 25%. We will accomplish this by analyzing student data, identifying trends and developing a plan to meet the needs of this student group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 49% (22) of all students (in the lowest 25% subgroup) at West Creek Elementary made learning gains in FCAT Math.	By May 2013, 80% (60) of all students (in the lowest 25% subgroup) at West Creek Elementary taking the FCAT Math Test will make learning gains.

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	A decrease in the number of students in the bottom 25% making learning gains has been seen over the last few years. 2009- 81% 2010- 76% 2011- 70% 2012- 49% (48 scholars in bottom 25%- 49% (22) making learning gains)	Ensure that targeted, differentiated instruction is being used to support the individual students	Teachers, Instructional Support staff, Administrators	Data team meetings. frequent common assessments	Individual Data progress, Frequent assessments/ progress monitoring, benchmarks, 2013 FCAT
2	Several of the students scoring in the bottom 25% are identified either ESOL or ESE (6 ESE and 17 ESOL= 50% of subgroup)	Evaluate the current level of support being provided to both ESE and ESOL identified students, ensure that proper support systems are in place to provide strong academic instruction at each students level of individual need.	ESE teachers, ESOL designee, Teachers, Instructional Support staff, Administrators.	IEP goals and progress monitoring, CELLA progress monitoring, team data meetings, Individual data cards	Individual Data progress, Frequent assessments/ progress monitoring, benchmarks, 2013 FCAT
3	Ensuring that new teachers to the ESE department and to general education classrooms assigned ESE students are trained appropriately.	Having a mentee program to review Special Education procedures and expectations for ESOL scholars, as well as, continue to discuss progress monitoring techniques and differentiated instructional strategies	Teachers, Instructional Support staff, Administrators	Mentor/Mentee meetings, Data team meetings	Individual Data progress, Frequent assessments/ progress monitoring, benchmarks, 2013 FCAT
4	As these scores are significantly lower than our 2011 projected scores we will need to analyze data to determine trends and overall areas of weakness.	Once trends have been identified we will develop a plan to meet student needs and secure necessary resources.	RtI Team, Principal, Classroom Teachers	Regularly scheduled RtI meetings to analyze data and make adjustments to instruction as necessary.	Classroom/Benchmark Assessments, Teacher Observations
5	Consistency of Instruction between classrooms within the same grade level to ensure they have the same rigor and relevance	Analyze past years math data and discuss with grade levels. Discuss rigorous and relevant instructional plans following the PLC guiding questions.	Principal, Asst. Principal, CRT	Review data with team, discuss data with teachers during team.	Student assessment results, informal observations, Lesson plan reviews and data meetings.

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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

5A : West Creek Elementary will increase the number of scholars scoring at a satisfactory level (level 3 or above) on the FCAT math assessment as indicated by the numbers listed below.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	84%	86%	87%	89%	

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 mathematics. Mathematics Goal #5B:	All West Creek Elementary scholars will continue to make gains in the area of math and we will continue to close the gap on all subgroups. As we work to support our students in the 2012-2013 school year we will continue to provide appropriately differentiated instruction to meet the needs of these and all learners.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, the percentage of West Creek scholars in identified subgroups not scoring satisfactory on 2012 FCAT: White 20%, Black 37%, Hispanic 44%, Asian 10%.	By May 2013, the percentage of West Creek scholars in identified subgroups not scoring satisfactory on 2013 FCAT: White 18%, Black 33%, Hispanic 39%, Asian 9%.

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	Ensuring that all West Creek Scholars are making learning gains no matter what ethnicity.	Continue to monitor and provide support for all scholars not performing on level one in the RtI process.	Teacher, grade level, Staffing specialist, Reading support teachers, Administration.	RtI card monitoring, lesson plan monitoring for tier 2 and tier 3.	District benchmarks, common grade level assessments, 2013 FCAT.
2	The fact that many of our scholars come not only from a sub-group ethnicity, but they also come from a home that speaks a second language. These children fall into both the ESOL and ethnicity subgroups.	Continuing to provide solid strategies for the teaching of Explicit English Instruction.	CCT, Administration, classroom teachers	RtI card monitoring with ESOL scholars specifically looked at for growth trends.	CELLA scores, 2013 FCAT, District Benchmarks, Common grade level assessments.

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 mathematics. Mathematics Goal #5C:	In May 2013, we will decrease the percentage of ELL scholars below grade level by 10% based on the 2013 FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, the percentage of English Language Learners not making satisfactory progress in math was 54% (46% made 3 or higher).	By May 2013, the percent of English Language Learners not making satisfactory progress in math will be 48% (52% will make a three or higher).

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
	ESOL scholars lack the background knowledge	Explicit English Language instruction in basic	Principal, Asst. Principal,	Monitor data on an on-going basis through team	Benchmark assessments, 2013

1	and academic vocabulary to attain grade level standards in given time frame.	vocabulary and background.	Classroom Teachers, Staffing Specialist.	data meetings. Monitor movement through the MTSS/RtI process.	FCAT, CELLA
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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:	In May 2012, we will decrease the percentage of scholars below grade level by 10% based on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, the percentage of SWD not making satisfactory progress in reading was 71% (29% made 3 or higher).	By May 2013, the percentage of SWD not making satisfactory progress in reading will be 63% (37% will make a 3 or higher).

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	A large number of the ESE scholars are significantly below grade level.	Work to ensure learning gains for these scholars by working from their current level and continuing to close the achievement gap with explicit targeted instruction.	Staffing Specialist, Special Education staff, classroom teachers, Administration	Monitoring of individual scholars baseline growth and the closing of the achievement gap.	2013 FCAT, District benchmarks, IEP goals

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In May 2012, we will decrease the percentage of Economically Disadvantage scholars working below grade level by 10% on the 2013 FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, the percentage of Economically Disadvantaged students not making satisfactory progress in math was 42% (58% made 3 or higher).	By May 2013, the percentage of Economically Disadvantaged students not making satisfactory progress in math will be 37% (63% will make a 3 or higher).

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	Continuing to provide resources and materials needed by these scholars	Purchase materials resources, and books for use by these scholars.	Administration, teachers, support staff	Monitoring the RtI cards for scholars in this program to ensure they are moving to grade level or making learning gains.	2013 FCAT, District Benchmark Assessments.

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
EnVision Math Training	Grades K-5	Gifted Teacher/CRT/Classroom Teacher	Teachers new to OCPS	August 2012	Classroom Observations	CRT/Administrators
Marilyn Burns training	Grades K-5	Principal, Asst. Principal, CRT	Teachers School-wide	On-going/Monthly	Sign-in sheets, classroom monitoring	Principal and Asst. Principal
Hands-on Math Training	Grades K-4	Principal,Asst. Principal, CRT	Teachers School-wide	On-going Monthly	Sign-in sheets, classroom lesson monitoring	Principal and Asst. Principal

Mathematics 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
Interactive teaching of lessons to incorporate technology resources	SMARTBoards	General Fund	\$30,000.00
Frequent common Assessments will be done on the computer to monitor student growth and prepare for the on-line FCAT assessment in grade 5	Computers (hardware)for the downstairs lab	General Fund	\$22,000.00
			Subtotal: \$52,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Lesson Study planning.execution, and review	General Fund	\$3,300.00
Training for teachers on incorporating more hands-on and higher level activities into math lessons	Marilyn Burns resources to support grade level staff development and lesson design	General Fund	\$2,500.00
			Subtotal: \$5,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$57,800.00

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.

Science Goal #1a:

The faculty and staff at West Creek Elementary will work to support all students as they expand their skills in the area of science.

2012 Current Level of Performance:		2013 Expected Level of Performance:			
In May 2012, 47% (38) of all students taking the FCAT Science Test at West Creek Elementary scored at Level 3.		By May 2013, 40% (43) of all students taking the FCAT Science Test at West Creek Elementary will score at Level 3.			
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	Analyzing data to determine student needs may require us to provide additional supports to students in order to be successful	Analyze data to determine student needs	Rtl Team, Principal, Classroom Teacher	Regularly scheduled data meetings to identify trends	Classroom/Benchmark Assessments, Teacher Observations
2	Consistency in teaching benchmarks and implementing essential science lab using instructional materials	Train teachers on implementation of labs, and on resources that the school has to support learning through labs/experiments.	Principal, Asst. Principal teachers, CRT	Informal observations. Team meeting discussions and share-out of what has been done in class , lesson plans	2013 FCAT scores
3	Consistency of Instruction between classrooms within the same grade level to ensure they have the same rigor and relevance	Analyze past years math data and discuss with grade levels. Discuss rigorous and relevant instructional plans following the PLC guiding questions.	Principal, Asst. Principal, CRT	Review data with team, discuss data with teachers during team.	Student assessment results, informal observations, Lesson plan reviews and data meetings.
4	Consistency of Instruction between classrooms within the same grade level to ensure they have the same rigor and relevance	Analyze past years math data and discuss with grade levels. Discuss rigorous and relevant instructional plans following the PLC guiding questions.	Principal, Asst. Principal, CRT	Review data with team, discuss data with teachers during team.	Student assessment results, informal observations, Lesson plan reviews and data meetings.

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:	The faculty and staff at West Creek Elementary will work to support all students as they expand their skills in the area of science.
2012 Current Level of Performance:	
2013 Expected Level of Performance:	
In May 2012, 33% (1) of all 5th grade students at West Creek Elementary scored at Level 4, 5, and 6 on the Florida Alternate Assessment Science Test.	By May 2013, 100% (1) of all students taking the Florida Alternate Assessment Science Test at West Creek Elementary will score at Level 4, 5, and 6.

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	New team member to WCE and to Florida Alternate Assessment	mentoring, weekly PLC meetings, District Florida Alternate Assessment Training	Mentor, Team Leader, District FAA Training Team, Instructional Support Staff, Administator	Monthly Mentor/Mentee meetings, Monthly FAA practice sessions.	Mid and end of year Mentee surveys, FAA Training Post Test

2	Need for all students to participate in Science Lab.	Facilitate collaboration between ESE Classroom Teachers and Science Lab Teacher.	ESE Classroom teachers, Instructional Support Staff, Classroom Teachers, Administrators	.ESE students will attend and remain in Science Lab for duration of class period	Attendance and Behavior Logs of ESE students in Science Lab
3	Provide training in instruction of Science concepts through existing instructional materials.	ESE Classroom teachers, Instructional Support Staff, Administrators	ESE Classroom teachers, Instructional Support Staff, Administrators	Monitor fidelity of use of new instructional materials through lesson plans and classroom observations.	Florida Alternate Assessment in Science.

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:	West Creek Elementary will increase their Science score of students scoring a level 3 or above, each school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT scores reported 41% (33)of fifth grade students scores at levels 4 or 5.	By May 2013, 45% (49)of West Creek fifth grader students will score at levels 4 or 5.

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	Limited amount of time for enrichment activities	Use higher level learning and critical thinking skills. More hands-on experimentation/labs	Principal, Asst. Principal, CRT, Teachers	informal observation of lessons, lesson plans	2013 FCAT
2	Consistency of Instruction between classrooms within the same grade level to ensure they have the same rigor and relevance	Analyze past years science data and discuss with grade levels. Discuss rigorous and relevant instructional plans following the PLC guiding questions.	Principal, Asst. Principal, CRT	Review data with team, discuss data with teachers during team.	Student assessment results, informal observations, Lesson plan reviews and data meetings.

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:	West Creek Elementary will increase their Science score of students scoring a level 3 or above, each school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 0% (0) of all 3-5th grade students at West Creek Elementary scored at or above Level 7 on the Florida Alternate Assessment Science Test.	By May 2013, 100% (1) of all students taking the Florida Alternate Assessment Science Test at West Creek Elementary will score at or above Level 7.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	New team member to WCE and to Florida Alternate Assessment administration needing to be trained.	Teacher mentoring, weekly PLC meetings, District Florida Alternate Assessment Training	Mentor, Team Leader, District FAA Training Team, Instructional Support Staff, Administrator	Monthly Mentor/Mentee meetings, Monthly FAA practice sessions.	Mid and end of year Mentee surveys, FAA Training Post Test
2	Need for all students to participate in Science Lab.	Facilitate collaboration between ESE Classroom Teachers and Science Lab Teacher.	ESE Classroom teachers, Instructional Support Staff, Classroom Teachers, Administrators	ESE students will attend and remain in Science Lab for duration of class period.	Attendance and Behavior Logs of ESE students in Science Lab
3	Lack of instructional materials to support multi-levelled learners in Science.	Provide training in instruction of Science concepts through existing instructional materials.	Monitor fidelity of use of new instructional materials through lesson plans and classroom observations.	Monitor fidelity of use of new instructional materials through lesson plans and classroom observations.	Florida Alternate Assessment in Science.
4	Instructional materials to support multi-levelled learners in Science.	Provide training in instruction of Science concepts through existing instructional materials.	Monitor fidelity of use of new instructional materials through lesson plans and classroom observations.	Monitor fidelity of use of new instructional materials through lesson plans and classroom observations.	Florida Alternate Assessment in Science.

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						

Science 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 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. Writing Goal #1a:	West Creek Elementary faculty and staff, working in partnership with the SAC, will continue to deliver the highest quality Writing education to each student in our community by providing opportunities for growth via innovative and visionary learning strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In March 2012, 87% (97) of West Creek scholars scored at a level 3 or above.	By March 2013, 93% (90) of West Creek scholars scored at a level 3 or above.

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	Some of our students taking the FCAT Writing test are not proficient in English which will make it difficult to be successful on the FCAT Writing Test.	Analyze data to determine trends and address student needs accordingly.	RTI Team, Principal, Classroom Teachers	Regularly scheduled meetings to analyze data and make adjustments to curriculum as necessary.	Classroom Assessments
2	Consistency of Instruction between classrooms within the same grade level to ensure they have the same rigor and relevance	Analyze past years math data and discuss with grade levels. Discuss rigorous and relevant instructional plans following the PLC guiding questions.	Principal, Asst. Principal, CRT	Review data with team, discuss data with teachers during team.	Student assessment results, informal observations, Lesson plan reviews and data meetings.

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:	West Creek Elementary faculty and staff, working in partnership with the SAC, will continue to deliver the highest quality Writing education to each student in our community by providing opportunities for growth via innovative and visionary learning strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 0% (0) of all fourth grade students at West Creek Elementary scored at Level 4 on the Florida Alternate Assessment Writing Test.	By May 2013, 33% (1) of all students taking the Florida Alternate Assessment Writing Test at West Creek Elementary will score at Level 4.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	New team member to WCE and to Florida Alternate Assessment administration.	Teacher mentoring, weekly PLC meetings, District Florida Alternate Assessment Training.	Mentor, Team Leader, District FAA Training Team, Instructional Support Staff, Administrator	Monthly Mentor/Mentee meetings, Monthly FAA practice sessions	Mid and end of year Mentee surveys, FAA Training Post Test
2	Lack of instructional materials to support multi-leveled learners in Writing across grade levels.	Acquire additional instructional resources available through Instructional Services.	ESE Classroom teachers, Instructional Support Staff, Occupational Therapist, Administrators	Data meetings, Individual Data Cards, Progress Monitoring	Florida Alternate 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
N/A						

Writing 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 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:	West Creek Elementary continues to be diligent in regards to assuring that students are attending school daily.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2011-2012 attendance rate at West Creek Elementary was 96.14%.	By the end of the 2012-2013 school year the attendance rate at west Creek Elementary will rise to 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
150	145
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
63	50

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	Student tardies are usually due to a parental issues.	Work with parents on the tardy issue. Follow through with phone calls and meetings.	office clerk/registrar/administrators	Run monthly attendance reports to monitor students with high numbers of tardies.	Attendance data charts
2	Parents taking "trips/vacations" during the school year	Continue to share with parents through weekly newsletter the importance of regular attendance. Superintendent's attendance letter sent home twice within the first two weeks of school. Follow up with children that show a high rate of absences.	office clerks/registrar, administrators	Run monthly attendance reports to monitor students with high numbers of absences.	Attendance data charts

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						

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

End of Attendance Goal(s)

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 is to provide a safe environment for students to learn. West Creek will decrease the number of suspensions by implementing a tiered model of behavior intervention and character education program.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
8	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

3	2				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
3	2				
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	There were many reports of bullying which were found to be unsubstantiated due to students misunderstanding the definition of "Bullying". This is not reflected in the data above.	Work with staff and students to understand the definition of "bullying" and what bullying looks like in the school. Teach children the signs of bullying and conflict resolution techniques.	Teachers/Administrators	Less reports of bullying by students. Students demonstrating that they handle situations/conflicts between students appropriately.	Analysis of Referrals to office

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						

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:		West Creek Elementary strives to have a community atmosphere where parents, teachers, and the community work together to provide a world class education for our students.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
2,906 ADDition hours were logged at WCE. In addition the PTA and SAC committee's met monthly with active parent involvement.		By June of 2013 West Creek Elementary will have increased the ADDitions hours logged by 10% to over 2,900 hours, in addition to an active PTA and SAC.			
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	Welcoming the new WCE parents, and helping them to find ways to be involved in the school	Grade level parent involvement plans. Working closely with PTA. Bi-Monthly "Principal's Coffees"	CRT/Administrators	Monitoring ADDition hours/ parent surveys	parent surveys, monitoring attendance at monthly PTA/SAC meetings, and bi-monthly "Principal's Coffees"
2	Training for teachers on how to effectively use parents to support classroom instruction/student learning	staff discussions, training, parent training	CRT, Principal, and Asst. Principal	Increase in parents working in classroom	Informal observations, Parent volunteer hours.

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						

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:			All West Creek Scholars will be engaged in quarterly STEMs through problem based learning across all content areas.		
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	Planning of integration of activities and project based experiments that span across all content areas.	Use FCAT Scat ,Science and Math Family night conducted in cooperation with the Orlando Science Center, Science and Technology Special Area. Daggett Quad D Rigor and Relevance training, integrating	Principal, Asst. Principal, CRT, Teachers	Review data with leadership and fifth grade team. Discuss data with teams following PLC guiding questions.	Science FCAT 2013, informal observations, Lesson plan reviews.

	non-fiction science text into the reading block		
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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
Develop Performance Based tasks	Grades K-5	Principal, Asst. Principal, District support	Teachers School-wide	On-going/quarterly	monitoring assessment results, informal and formal observations, grade level lesson plans.	Principal, Asst. Principal, CRT

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)

Reading Independently by Age 9 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. Reading Independently by Age 9 Goal Reading Independently by Age 9 Goal #1:		West Creek elementary will ensure that all third grade students are receiving effective reading instruction as demonstrated by scoring a level 3 or higher.			
2012 Current level:		2013 Expected level:			
In May 2012, 72% (78) of the West Creek third graders scored a level 3 or above.		By May 2013, 85% (100) of third grade students taking the FCAT Reading test at West Creek Elementary will score at a level 3 or higher.			
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	Students that are classified as ELL	Use RtI and ESOL strategies to support students in their vocabulary development, fluency, and comprehension.	Classroom teachers, CRT, ESOL designee, Administrators	On-going progress monitoring using common assessments, Bi-Monthly data meetings, Individual data cards	FAIR, Benchmark assessments, FCAT, CELLA
2	Students that are starting third grade without the necessary skills to be reading on grade level	Use of RtI tiered instruction that differentiates based on the student's individual needs.	Classroom teachers, Reading Coach, CRT, Administrators	On-going progress monitoring using common assessments, Bi-Monthly data meetings, Individual data cards	FAIR, Benchmark assessments, FCAT, FLKRS

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 Reading Independently by Age 9 Goal(s)

Destination College 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. Destination College Goal Destination College Goal #1:	West Creek Elementary will participate in the Destination College Program in support of our quest to enhance the learning of all students.				
2012 Current level:	2013 Expected level:				
West Creek currently has 5 district trained staff members. All staff members at West Creek have received inservice training with the exception of those teachers hired for the 2012-2013 school year. The beginning phases of the program have been implemented school-wide.	By June 2013, all new West Creek teachers will be trained in the program. All staff members, with the assistance of our 5 program trainers will continue to receive staff development on components of Destination College and will implement program strategies.				
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	Adding an additional layer of implementation to an already full schedule.	Train all staff members on this program and how to implement this program into what they are already doing.	Administrators	Staff development attended, Site staff development given	Staff Development sign-in sheets, lesson plans, "exit" slips
2	Increasing college and career awareness for younger scholars.	School-wide activities that highlight colleges and careers, student goal setting including college goals.	Administration, Destination College team	student involvement in the activities, student surveys	student surveys, student goal setting 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
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 Destination College Goal(s)

Fine Arts Education 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. Fine Arts Education Goal		West Creek Elementary will support the involvement of scholars in Fine Arts activities.			
Fine Arts Education Goal #1:					
2012 Current level:		2013 Expected level:			
During the beginning 2011-2012 school year school Fine Arts activities were limited to the special area rotations.		During the 2012-2013 school year additional after school opportunities, both school based and fee based through outside companies will be offered to support scholars access to fine arts education.			
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				

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 Fine Arts Education Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N/A			\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Software Annual contract	General Fund	\$2,500.00
Mathematics	Interactive teaching of lessons to incorporate technology resources	SMARTBoards	General Fund	\$30,000.00
Mathematics	Frequent common Assessments will be done on the computer to monitor student growth and prepare for the on-line FCAT assessment in grade 5	Computers (hardware) for the downstairs lab	General Fund	\$22,000.00
				Subtotal: \$54,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Learning Communities	Staff development- PLC conference	General Fund	\$7,000.00
Reading	Lesson Study training for grades 3-5	Staff development- subs	General Fund/ Title II	\$3,300.00
Mathematics	Lesson Study	Lesson Study planning, execution, and review	General Fund	\$3,300.00
Mathematics	Training for teachers on incorporating more hands-on and higher level activities into math lessons	Marilyn Burns resources to support grade level staff development and lesson design	General Fund	\$2,500.00
				Subtotal: \$16,100.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Additional support for the Response to Instruction/Reading Block (tier I) and the Response to Intervention (tier II) time.	Hiring of 2 Reading Resource teachers to offset class sizes and offer intervention	General Fund	\$119,000.00
Reading	Instructional Reading Coach will help to training and support classroom teachers in the area of Reading and the transition to the Common Core Standards	Hiring of a full time Reading Coach	General Fund/SAI funds	\$59,000.00
				Subtotal: \$178,000.00
				Grand Total: \$248,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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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 9/10/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will continue to learn about the implementation of Common Core and the PARCC assessment. The committee will determine the best way to share this information with the general population.

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

Orange School District WEST CREEK ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	93%	92%	78%	353	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	71%	71%			142	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?	59% (YES)	70% (YES)			129	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					624	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District WEST CREEK ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	94%	91%	75%	354	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	75%	77%			152	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?	71% (YES)	76% (YES)			147	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					653	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested