

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street  
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School Name: WINSTON PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Carolyn Eggleton

SAC Chair: Leslie M. Gordon

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
					<p>Winston Park has maintained an A for the past thirteen years. AYP criteria has been met with the exception of:</p> <p>2008- *In AYP for math in the black student subgroup.</p> <p>2010- *In AYP Reading, in the black student subgroup. *In AYP Reading, in The Economically Disadvantaged black student subgroup.</p> <p>2011- *In AYP Reading, in the black student subgroup. *In AYP Reading, The Economically Disadvantaged. *In AYP Mathematics, in the black student subgroup.</p> <p>2012- *AYP- No Accountability</p>

Principal	Carolyn Eggelletion	<p>MS- Educational Leadership;</p> <p>Nova Southeastern University, Davie, Florida</p> <p>BS-Speech Pathology</p> <p>Florida A&amp;M University Tallahassee, Florida</p>	15	22	<p>2011-2012 Grade: A Reading: 67% Math: 66% Writing: 83% Science: 56%</p> <p>2010-2011 Grade: A Reading: 80% Math: 84% Writing: 94% Science: 58%</p> <p>AYP- * black students and the economically disadvantaged students did not make AYP in Reading * black students students did not make AYP in Mathematics.</p> <p>2009-2010 Grade: A Reading- 81% Math- 85% Writing-92% Science- 51% AYP- * black students and the economically disadvantage students did not make AYP in Reading.</p> <p>2008-2009 Grade : A Reading- 84% Math- 86% Writing- 94% Science- 63% AYP- * All subgroups met AYP.</p> <p>2007-2008: Grade: A Reading- 81% Math-86% Writing-97% Science-46% AYP- * black students did not make AYP in Math.</p>
Assis Principal	Christina McNair	<p>BA: Elementary Education</p> <p>Florida Atlantic University</p> <p>MEd: Educational Leadership</p> <p>Florida Atlantic University</p>	2	8	<p>Assistant Principal of James S.Hunt Elementary School 2004-2010</p> <p>2012- *AYP- No Accountability</p> <p>2011-2012 Grade: A Reading: 67% Math: 66% Writing: 83% Science: 56%</p> <p>2010-2011 Grade: A Reading: 78% Math-86% Writing: 92% Science: 51%</p> <p>2009-2010 Grade: A Reading: 81% Math: 85% Science: 59% Writing: 94%</p> <p>AYP- *ELL students did not make AYP- *Reading</p> <p>2008-2009 Grade: A Reading: 86% Math: 89% Science: 54% Writing: 98%</p> <p>AYP- *All subgroups met criteria</p> <p>2007-2008 Grade: A</p>

					<p>Reading: 80% Math: 88% Science: 45% Writing: 95%</p> <p>AYP- *All subgroups met criteria</p> <p>2006-2007 Grade: A Reading: 80% Math: 89% Science: 47% Writing: 96%</p> <p>AYP- *All groups met criteria.</p>
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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 Specialist	Linda Johnson	<p>BS- Elementary Education;</p> <p>SUNY Buffalo New York;</p> <p>Broward County Schools</p> <p>Reading Endorsement;</p> <p>Broward County Schools</p> <p>Virtual University</p>	23	8	<p>Winston Park has maintained an A for the past thirteen years. AYP criteria has been met with the exception of:</p> <p>2008- *In AYP for math in the black student subgroup.</p> <p>2010- *In AYP Reading, in the black student subgroup. *In AYP Reading, in The Economically Disadvantaged black student subgroup.</p> <p>2011- *In AYP Reading, in the black student subgroup. *In AYP Reading, The Economically Disadvantaged. *In AYP Mathematics, in the black student subgroup.</p> <p>2012- *AYP- No Accountability</p> <p>2011-2012 Grade: A Reading: 67% Math: 66% Writing: 83% Science: 56%</p> <p>2010-2011 Grade: A Reading: 80% Math: 84% Writing: 94% Science: 58%</p> <p>AYP- * black students and the economically disadvantaged students did not make AYP in Reading * black students students did not make AYP in Mathematics.</p> <p>2009-2010 Grade: A Reading- 81% Math- 85% Writing-92% Science- 51% AYP- black students and the economically disadvantage students did not make AYP in Reading.</p>

				2008-2009 Grade : A Reading- 84% Math- 86% Writing- 94% Science- 63% AYP: All subgroups met AYP.  2007-2008: Grade: A Reading- 81% Math-86% Writing-97% Science-46% AYP: black students did not make AYP in Math.
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## 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	Orientation for teachers new to Winston Park Elementary School/ NESS Program Coaching	NESS Coach- Linda Johnson	On Going	N/A
2	Provide teachers with mentors and peer coaching	Team Leaders/ Administration	On Going	N/A
3	Provide high-quality staff development, teaming, common planning and learning communities.	Administration	On Going	N/A
4	Active Parent Involvement with Parent Teacher Association (PTA); School Advisory Forum (SAF); School Advisory Council (SAC); provides support for teachers and staff.	Administration, Parents, Support Staff and Teachers	On Going	N/A

## 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
N/A	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
65	1.5%(1)	3.1%(2)	53.8%(35)	49.2%(32)	24.6%(16)	100.0%(65)	13.8%(9)	15.4%(10)	100.0%(65)

## 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
<p>Reading Coach- Linda Johnson</p> <p>Team Leaders 1. Heather Castillo- Kindergarten 2. Erika Satin- First Grade</p>	<p>New Teachers ( Assigned to Winston Park Elementary)</p> <p>1. Jennifer Pillitteri- Kindergarten 2. Monique Johnson- First Grade</p>	<p>1. Highly Qualified Teacher</p> <p>2. Team Leader Grade Level</p> <p>3. Satisfactory IPAS Evaluations</p> <p>4. Implementation of Effective Teaching Strategies.</p> <p>5. Pairings are determined by need and areas of concern and mentors are chosen for their expertise in these areas.</p>	<p>Activities determined as needed through the NESS Program. The mentor and mentee meet (as needed) in a professional learning community to discuss evidence-based strategies.</p>
<p>Administration Carolyn Eggelletion- Principal</p> <p>Christina McNair- Assistant Principal</p> <p>Team Leaders 1. Heather Castillo- Kindergarten 2. Erika Satin- First Grade 3. Cindy Maxwell- Fifth Grade</p>	<p>Four Teachers will be moving to new grade levels</p> <p>*Kindergarten - 1. Erin Gray *First Grade- 1. Pamela Lustig 2. Jacqueline Rimler *Fifth Grade 1. Shari Tromer</p>	<p>1. Grade Change</p> <p>2. Satisfactory IPAS Evaluations</p> <p>3. Implementation of Effective Teaching Strategies: Evidenced through Classroom Walkthroughs and Formal and Informal Observations.</p> <p>4. Pairing teachers are determined by need and areas of concern and mentors are chosen for their expertise in these areas.</p>	<p>1. Lesson Plan Development 2. Mentoring/ Coaching 3. Instructional Focus Calendar 4. F.A.I.R. Assessment Training 5. Quarterly Assessments 6. Professional Learning Communities</p>
<p>LEAD (Broward County Educational Leadership and Mentoring Program)</p> <p>Administration- Christina McNair</p>	<p>1. Leslie M. Gordon 2. Kim Rohloff</p>	<p>To prepare future teacher leaders with skills and schoolwide activities for becoming an effective school leader.</p>	<p>1. Serve as acting Administrator 2. Mentor a staff member (NESS educator, new staff member to school or grade level team) 3. Analyze AYP subgroup data and provide input to improve a subgroup's academic performance. 4. Utilize the discipline matrix to handle student referrals, work and assist Assistant Principal to input information into Discipline Management System (Virtual Counselor). 5. Coordinate or actively participate in an event to raise parent involvement.</p>

## ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration  
School Psychologist  
Social Worker

ESE Specialist  
ESE Teacher  
Guidance Counselor- RtI Facilitator  
Reading Instructional Coach  
Speech Pathologist  
Grade Team Leaders  
General Education Teachers.

All team members have a clear understanding of the RtI support team process and their roles. Each member brings their experience expertise and resources to the team.

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 RtI Leadership team, facilitated by the Guidance Counselor, meets weekly to discuss, revise and analyze the Tier 2 interventions that are being implemented. This team meets monthly with school administrators, grade levels and grade chairs to continually monitor and revise interventions as needed.

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?

As an intervention support team the RtI Leadership Team reviews current interventions and results of implementations, effective data collection, progress monitoring and evaluation of interventions to determine the most appropriate instruction and resources to increase student performance.  
The RtI Leadership team meets with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. The development of the RtI problem solving process is as follows:

Tier 1 :

Teachers will collaborate with their individual grade level team to discuss core curriculum strategies or school wide behavior plans that are used for all students. This will identify those students that need additional academic and behavioral support. Interventions will be developed and reviewed by the teacher and team for a period of 6 weeks with FIDELITY (baseline and ongoing data). If Tier 1 interventions are not working move to Tier 2:

Tier 2:

While continuing Tier 1 strategies teachers will meet with the CPST RtI team to review documentation graphs, test scores, DAR, F.A.I.R, Benchmarks, DIEBELS and discipline data (teacher referrals, teacher reports, suspension records). Additional intervention targeted strategies based on the above data will be developed by the team. Students who continue to make insufficient progress toward age or grade level standards with Tier 2 interventions are identified and selected for Tier 3 interventions. Timeline is dependent upon intervention /selected strategy recommended at this meeting.

Tier 3:

Tier 3 is a highly individualized strategy. If progress monitoring data indicates that the student is not closing the performance gap with Tier 2 methods, then Tier 3 strategies should be implemented and tried. The essential change from Tier 2 to Tier 3 is intensity. This includes a change in frequency of intervention (i.e. from three days a week to five days a week), duration of intervention i.e. from 30 minutes per session to 45 minutes per session and method of intervention (i.e. from group counseling for problems with anger management to a PBIP along with individual counseling, or a combination of some or all of these increase intensity of intervention delivery).

## 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.

### Tier 1:

Classroom Data, Reading Assessments, End of the year book tests (Reading and Math), Classroom Placement Assessments, BAT testing, FCAT, DAR, FCAT test results, F.A.I.R.

School-wide attendance records from Virtual Counselor, Ongoing Behavior Progress Monitoring of classroom behavior plan, Student Referrals,

\* Refer to Struggling Math and Reading Charts.

Tier 2: Tier 1 data will be used to determine Tier 2 status which provides a frequency duration method.

Tier 3: Tier 3 will be determined based on the results of ongoing progress monitoring.

RtI implementation also includes: effective data collection, progress monitoring and interpretation of data leading to hypotheses about the causes of problems and the identification of the desired replacement behaviors to improve student achievement.

### Baseline Data:

\* Broward assessment Test (BAT 1 and BAT 2 for Reading, Math and Science)

\* Florida Comprehensive Assessment Test (FCAT)

\* District Approved Basal Reading and Math Placement Tests

\* Kindergarten- FLKRS/F.A.I.R

\* ESOL- IPT

### Progress Monitoring:

\* Mini Benchmark Assessments

\* FCAT Simulation

\* Rigby/DRA Assessments

\* Diagnostic Assessment for Reading (DAR)

\* Early Reading Diagnostic Assessment (ERDA)

### End of Year:

\* Florida Comprehensive Assessment Test (FCAT)

\* Primary Reading and Math Assessments Grades One and Two

\* ESOL/CELLA

Describe the plan to train staff on MTSS.

Annual review of RtI procedures at faculty meetings and team leader meetings. Meet with staff regularly to provide updates on the RtI process by grade level teams. Meet individually with teachers as needed.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two professional training sessions entitled: "RtI Problem Solving Model: Building Consensus Implementing and Sustaining Problem Solving/RtI" and "RtI: Challenges to Implementation Data-Based Decision Making and Supporting and Evaluating Interventions" will take place in the end of August and in mid October.

The RtI team will also evaluate additional staff professional development needs during the RtI leadership Team meetings.



Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school based Literacy Team shall be comprised of School Based Administration, the Reading Specialist, and Grade Level Chairpersons.

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

The Literacy Leadership Team meets monthly to analyze school reading data, discuss student progress in reading and make plans for all school based Literacy Activities

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

- \* Planning a Family Reading Night
- \* 100 Books Challenge
- \* Increase student participation in Accelerated Reader Program
- \* Increase staff understanding of the Response to Instruction/Intervention (RtI) process as it relates to Reading
- \* Word of The Week

## Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	31% will achieve proficiency (FCAT Reading Level 3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level - 28% (164)	31% will achieve proficiency (FCAT Reading 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	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings *Instructional Videos *Sharing learning and teaching strategies during planning days	*Reading Coach *Administration	*Data chats with teachers and students quarterly	*Mini-Benchmarks *Curriculum Assessments *BAT *FCAT
2	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	* Administration *School Leadership Team *School *Parents *Literacy Leadership Team	*Observations *Parent Participation	*FCAT *BAT *Treasures Assessments *Parent Participation * Student Progress
3	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration *School Leadership Team *Teachers *Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments *Student computerized reports *BAT *FCAT
	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core	*Administration *School Leadership Team *Teachers *Literacy	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *FCAT *DAR

4		Standards	Leadership Team		*Treasures Assessments *Student computerized reports *BAT *FCAT
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	43% will achieve proficiency in levels 4/5 in FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level- 39% (229)	43% will achieve proficiency in Levels 4/5 in FCAT 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	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration *School Leadership Team *Teachers *Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *FCAT *DAR *Treasures Assessments *Student

					computerized reports *BAT
2	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers *Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments *Student computerized reports *BAT *FCAT
3	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings *Instructional Videos *Sharing learning and teaching strategies during planning days	*Reading Coach *Administration	*Data chats with teachers and students quarterly	*Mini-Benchmarks *Curriculum Assessments *BAT *FCAT
4	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	* Administration *School Leadership Team *School *Parents *Literacy Leadership Team	*Observations *Parent Participation	*FCAT *BAT *Treasures Assessments *Parent Participation * Student Progress

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
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No Data Submitted

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	
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gains in reading. Reading Goal #3a:	79% will make learning gains in the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level- 71% (275)	79% will make learning gains in the FCAT 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	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings *Instructional Videos *Sharing learning and teaching strategies during planning days	*Reading Coach *Administration	*Data chats with teachers and students quarterly	*Mini-Benchmarks *Curriculum Assessments *BAT *FCAT
2	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	* Administration * School Leadership Team * School * Parents * Literacy Leadership Team	*Observations *Parent Participation	*FCAT *BAT *Treasures Assessments *Parent Participation * Student Progress
3	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration * School Leadership Team * Teachers * Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments * Student computerized reports *BAT *FCAT
4	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration * School Leadership team * Teachers * Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments * Student computerized reports *BAT *FCAT

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	70% in the lowest 25% will make learning gains in FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level- 64% (62)	70% in the lowest 25% will make learning gains in FCAT 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	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings *Instructional Videos *Sharing learning and teaching strategies during planning days	*Reading Coach *Administration	*Data chats with teachers and students quarterly	*Mini-Benchmarks *Curriculum Assessments *BAT *FCAT
2	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	* Administration *School Leadership Team *School *Parents *Literacy Leadership Team	*Observations *Parent Participation	*FCAT *BAT *Treasures Assessments *Parent Participation * Student Progress
	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation of instruction to meet	* Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures

3		student needs. *March to March Activities *Vertical Teaming	*Literacy Leadership Team		Assessments  *Student computerized reports  *BAT  *FCAT
4	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team  *Teachers  *Literacy Leadership Team	*Student assessment data  *Data chats with teachers and students quarterly	*Mini-Benchmarks  *Observations  *DAR  *Treasures Assessments  *Student computerized reports  *BAT  *FCAT

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 # By 2014, Winston Park Elementary will reduce the achievement gap in Reading from 33% to 29%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	67%	71%	74%	77%	

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:	White subgroup will decrease to 23% in Reading. Black subgroup will decrease to 45% in Reading. Hispanic subgroup will decrease to 34% in Reading. Asian subgroup will decrease to 10% in Reading. American Indian will decrease N/A in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level White- 26% (71) 2012 Current Level Black- 50% (59) 2012 Current Level in Hispanic- 38% (50) 2012 Current Level in Asian- 11% (4) 2012 Current Level in American Indian- N/A	White subgroup will decrease to 23% in Reading. Black subgroup will decrease to 45% in Reading. Hispanic subgroup will decrease to 34% in Reading. Asian subgroup will decrease to 10% in Reading. American Indian will decrease N/A 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	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings  *Instructional Videos  *Sharing learning and teaching strategies during planning days	*Reading Coach  *Administration	*Data chats with teachers and students quarterly	*Mini-Benchmarks  *Curriculum Assessments  *BAT  *FCAT
	Parents need support and	*Training online BEEP	* Administration	*Observations	*FCAT



2	communication to assist their children with learning the new Common Core Standards.	Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*School Leadership Team *School *Parents *Literacy Leadership Team	*Parent Participation	*BAT *Treasures Assessments *Parent Participation * Student Progress
3	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming Administration	*School Leadership Team *Teachers *Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments *Student computerized reports *BAT *FCAT
4	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers *Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	Mini-Benchmarks *Observations *DAR *Treasures Assessments *Student computerized reports *BAT *FCAT

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:	English Language Learners (ELL)not making satisfactory progress will decrease to 65% in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level- 72% (21)	English Language Learners (ELL) not making satisfactory progress will decrease to 65% 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	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings * Instructional Videos *Sharing learning and teaching strategies during planning days	*Reading Coach *Administration	*Data chats with teachers and students quarterly	*Mini-Benchmarks *Curriculum Assessments *BAT *FCAT
	Parents need support and	*Training online BEEP	* Administration	*Observations	*FCAT

2	communication to assist their children with learning the new Common Core Standards.	Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*School Leadership Team *School *Parents *Literacy Leadership Team	*Parent Participation	*BAT *Treasures Assessments *Parent Participation * Student Progress
3	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	*Administration *School Leadership Team *Teachers *Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments *Student computerized reports *BAT *FCAT
4	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers *Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments *Student computerized reports *BAT *FCAT

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:	Students with Disabilities (SWD)not making satisfactory progress will decrease to 64% in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level - 71% (44)	Students with Disabilities (SWD)not making satisfactory progress will decrease to 64% 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	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings * Instructional Videos *Sharing learning and teaching strategies during planning days	*Reading Coach *Administration	*Data chats with teachers and students quarterly	*Mini-Benchmarks *Curriculum Assessments *BAT *FCAT
	Parents need support and	*Training online BEEP	* Administration	*Observations	*FCAT

2	communication to assist their children with learning the new Common Core Standards.	Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*School Leadership Team *School *Parents *Literacy Leadership Team	*Parent Participation	*BAT *Treasures Assessments *Parent Participation * Student Progress
3	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	*Administration *School Leadership Team *Teachers *Literacy Leadership Team	Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments *Student computerized reports *BAT *FCAT
4	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers *Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments *Student computerized reports *BAT *FCAT

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:	Economically Disadvantaged students not making satisfactory progress will decrease to 40% in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level- 44% (117)	Economically Disadvantaged students not making satisfactory progress will decrease to 40% 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	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings * Instructional Videos *Sharing learning and teaching strategies during planning days	*Reading Coach *Administration	*Data chats with teachers and students quarterly	*Mini-Benchmarks *Curriculum Assessments *BAT *FCAT
	Parents need support and	*Training online BEEP	* Administration	*Observations	*FCAT

2	communication to assist their children with learning the new Common Core Standards.	Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*School Leadership Team *School *Parents *Literacy Leadership Team	*Parent Participation	*BAT *Treasures Assessments *Parent Participation * Student Progress
3	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	*Administration *School Leadership Team *Teachers *Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments *Student computerized reports *BAT *FCAT
4	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers *Literacy Leadership Team	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *DAR *Treasures Assessments *Student computerized reports *BAT *FCAT

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
Literacy Professional Development Learning Community  *Staircase of Complexity  *Academic Vocabulary (All Subject Areas)	PreK-5	*Administration  *Literacy PD Facilitator	School-wide	*Early Release  *Every fourth Tuesday of each month	*Observations  *Parent/Teacher Communication  *Student Samples	*Administration  *Teachers  *Literacy PD Facilitator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Informational Text and Text Complexity across the Reading content area.	Treasures Textbooks Warehouse Reading	Student Textbooks	\$1,940.40
			Subtotal: \$1,940.40
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: \$1,940.40

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.		2013- 67% will score proficiency in listening/speaking			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
2012- Current Level -61% (14)					
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	Parents need support and access to resources to assist their children with becoming English Proficient.	*Informational links to District ESOL resources on school website for parents/students.  *Share events/trainings available to provide ELL parents provided by school district.	*ESOL Contact Person	*Student assessment data  *Observation  *Parent Participation	*IPT 2  *CELLA

Students read in English at grade level text in a manner similar to non-ELL students.
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2. Students scoring proficient in reading. CELLA Goal #2:		2013 - 24% will score proficiency in reading.			
2012 Current Percent of Students Proficient in reading:					
2012 Current Level- 22% (20)					
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	Parents need support and access to resources to assist their children with becoming English Proficient.	*Informational links to District ESOL resources on school website for parents/students.  *Share events/trainings available to provide ELL parents provided by school district.	*ESOL Contact Person	*Student assessment data  *Observation  *Parent Participation	*IPT 2  *CELLA

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		2013 47% students will score proficiency in writing			
2012 Current Percent of Students Proficient in writing:					
2012- Current Level- 43% (21)					
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	Parents need support and access to resources to assist their children with becoming English Proficient.	*Informational links to District ESOL resources on school website for parents/students.  *Share events/trainings available to provide ELL parents provided by school district.	*ESOL Contact Person	*Student assessment data  *Observation  *Parent Participation	*IPT 2  *CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
IPT 2 Testing materials for students	Testing Materials	student materials	\$356.40

			Subtotal: \$356.40
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$356.40</b>

*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:	31% will achieve proficiency (FCAT Level 3 in Mathematics).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012- Current Level- 28% (162)	31% will achieve proficiency (FCAT Level 3 in Mathematics).

## 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	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings *Instructional Videos *Sharing learning and teaching strategies during planning days	*Reading Coach *Administration	*Data chats with teachers and students quarterly	*Mini-Benchmarks *Curriculum Assessments *BAT *FCAT
2	Intermediate teachers need exposure to The Common Core Standards for Mathematical Practice.	*Grade Team meetings *Primary counterparts can help and assist in training.	*Administration *Reading Coach	* Sharing, learning and teaching strategies. *Data chats with teachers and students quarterly	*Mini-Benchmarks *GO Math Assessments *BAT *FCAT
3	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration *School Leadership Team *Teachers *Literacy Leadership Team	Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *GO Math Assessments *Student computerized reports *BAT *FCAT
4	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*Administration *School Leadership Team *School *Parents	*Observations *Parent Participation	*FCAT *BAT *Go Math Assessments *Student computerized reports *Mini-Benchmarks *Observations
	Intermediate teachers need exposure to The	*Grade Team meetings	*Administration	*Observations	*Mini-Benchmarks



5	Common Core Standards for scientific practice.	*Primary counterparts can help and assist in training.	*Reading Coach	* Sharing, learning and teaching strategies.	*Science Fusion Assessments *BAT *FCAT
6	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*Administration *School Leadership Team *School *Parents	*Observations *Parent Participation	*FCAT *BAT *Science Fusion Assessments *Student computerized reports *Mini-Benchmarks *Observations
7	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Observations *Science Fusion Assessments *Student computerized reports *BAT *FCAT
8	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *Science Fusion Assessments *Student computerized reports *BAT *FCAT
9	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *GO Math Assessments *Student computerized reports *BAT *FCAT

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	43% will achieve above proficiency in FCAT Level 4/5 in FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level-38% (224)	43% will achieve above proficiency FCAT Level 4 / 5 in FCAT Mathematics.

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	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration  *School Leadership team  *Teachers	*Student assessment data  *Data chats with teachers and students quarterly	*Mini-Benchmarks  *Observations  *GO Math Assessments  *Student computerized reports  *BAT  *FCAT
2	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration  *School Leadership Team  *Teachers	*Student assessment data  *Data chats with teachers and students quarterly	*Mini-Benchmarks  *Observations  *FCAT  *GO Math Assessments  *Student computerized reports  *BAT
3	Intermediate teachers need exposure to The Common Core Standards for Mathematical Practice.	*Grade Team meetings  *Primary counterparts can help and assist in training.	*Administration  *Reading Coach	* Sharing, learning and teaching strategies.  *Data chats with teachers and students quarterly	*Mini-Benchmarks  *GO Math Assessments  *BAT  *FCAT
	Intermediate teachers	*Grade Team meetings	*Administration	* Sharing, learning and	*Mini-Benchmarks

4	need exposure to The Common Core Standards for Scientific Practice.	*Primary counterparts can help and assist in training.	*Reading Coach	teaching strategies. *Data chats with teachers and students quarterly	*Science Fusion Assessments *BAT *FCAT
5	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *FCAT *Science Fusion Assessments *Student computerized reports *BAT
6	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *Science Fusion Assessments *Student computerized reports *BAT *FCAT
7	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*Administration *School Leadership Team *School *Parents	*Observations *Parent Participation	*FCAT *BAT *Go Math Assessments *Student computerized reports *Mini-Benchmarks *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:

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in mathematics.

Mathematics Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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
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No Data Submitted

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:	77% will make learning gains in FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level- 70% (267)	77% will make learning gains in FCAT Mathematics.

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	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	* Administration * School Leadership Team * School * Parents	Observations *Parent Participation	* FCAT *BAT *GO Math Assessments *Parent Participation * Student Progress
2	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration * School Leadership Team * Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *FCAT *GO Math Assessments * Student computerized reports *BAT
3	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration * School Leadership team * Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *GO Math Assessments * Student computerized reports *BAT *FCAT
4	Intermediate teachers need exposure to The Common Core Standards for Mathematical Practice.	*Grade Team meetings *Primary counterparts can help and assist in training.	*Administration *Reading Coach	* Sharing, learning and teaching strategies. *Data chats with teachers and students quarterly	*Mini-Benchmarks *GO Math Assessments *BAT *FCAT

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	70% in the lowest 25% will make learning gains in FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012- Current Level -63% (64)	70% in the lowest 25% will make learning gains in FCAT Mathematics.

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	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	* Administration *School Leadership Team *School *Parents	*Observations *Parent Participation	* FCAT *BAT *GO Math Assessments *Parent Participation * Student Progress
2	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *FCAT *GO Math Assessments *Student computerized

					reports *BAT
3	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *GO Math Assessments *Student computerized reports *BAT *FCAT
4	Intermediate teachers need exposure to The Common Core Standards for Mathematical Practice.	*Grade Team meetings *Primary counterparts can help and assist in training.	*Administration *School Leadership Team	* Sharing, learning and teaching strategies. *Data chats with teachers and students quarterly	*Mini-Benchmarks *GO Math Assessments *BAT *FCAT

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%.		Elementary School Mathematics Goal # By 2014, Winston Park Elementary will reduce the achievement gap in Mathematics from 34% to 26%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	66%	74%	77%	79%	

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:	White subgroup will decrease to 24% in Mathematics. Black subgroup will decrease to 48% in Mathematics. Hispanic subgroup will decrease to 33% in Mathematics. Asian subgroup will decrease to 13% in Mathematics. American Indian will decrease N/A in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level White- 26% (72) 2012 Current Level Black- 52% (62) 2012 Current Level in Hispanic- 36% (48) 2012 Current Level in Asian- 13% (5) 2012 Current Level in American Indian- N/A	White subgroup will decrease to 24% in Mathematics. Black subgroup will decrease to 48% in Mathematics. Hispanic subgroup will decrease to 33% in Mathematics. Asian subgroup will decrease to 13% in Mathematics. American Indian will decrease N/A in Mathematics.

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	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*Administration *School Leadership Team *School *Parents	*Observations *Parent Participation	*FCAT *BAT *GO Math Assessments *Parent Participation

					* Student Progress
2	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	*Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *GO Math Assessments *Student computerized reports *BAT *FCAT
3	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *GO Math Assessments *Student computerized reports *BAT *FCAT
4	Intermediate teachers need exposure to The Common Core Standards for Mathematical Practice.	*Grade Team meetings *Primary counterparts can help and assist in training.	*Administration *School Leadership Team	*Student assessments data *Data Chats with teachers and students quarterly	*Mini-Benchmarks *GO Math Assessments *BAT *FCAT

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:	English Language Learners (ELL)not making satisfactory progress will decrease to 62% in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level- 69% (20)	English Language Learners (ELL) not making satisfactory progress will decrease to 62% in Mathematics.

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	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities	*Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *GO Math Assessments *Student computerized reports

		*Vertical Teaming			*BAT *FCAT
2	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	* Administration *School Leadership Team *School *Parents	*Observations *Parent Participation	*FCAT *BAT *GO Math Assessments *Parent Participation * Student Progress
3	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *Math Assessments *Student computerized reports *BAT *FCAT
4	Intermediate teachers need exposure to The Common Core Standards for Mathematical Practice.	*Grade Team meetings *Primary counterparts can help and assist in training.	*Administration *School Leadership Team	*Student assessments data *Data Chats with teachers and students quarterly	*Mini-Benchmarks *GO Math Assessments *BAT *FCAT

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:	Students with Disabilities (SWD)not making satisfactory progress will decrease to 50% in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level 54% (34)	Students with Disabilities (SWD) not making satisfactory progress will decrease to 50% in Mathematics.

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	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*Administration *School Leadership Team	*Observations *Parent Participation	*FCAT *BAT *GO Math Assessments *Parent Participation * Student Progress
	Teacher Training is needed to address the vertical alignment of curriculum and adequate	* Address the scaffolding and gradual release of data *PLC on RtI and	*Administration *School Leadership Team	*Student assessment data *Data chats with	*Mini-Benchmarks *Observations



2	student progression.	adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	*Teachers	teachers and students quarterly	*GO Math Assessments  *Student computerized reports  *BAT  *FCAT
3	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards *Administration	*Administration  *School Leadership Team  *Teachers	*Student assessment data  *Data chats with teachers and students quarterly	*Mini-Benchmarks  *Observations  *GO Math Assessments  *Student computerized reports  *BAT  *FCAT
4	Intermediate teachers need exposure to The Common Core Standards for Mathematical Practice.	*Grade Team Meetings  *Primary counterparts can help and assist in training.	*Administration  *School Leadership Team	*Student assessments data  *Data Chats with teachers and students quarterly	*Mini-Benchmarks  *GO Math Assessments  *BAT  *FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	Economically Disadvantaged students not making satisfactory progress will decrease to 41% in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level-44% (120)	Economically Disadvantaged students not making satisfactory progress will decrease to 41% in Mathematics.

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	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*Administration  *School Leadership Team	*Observations  *Parent Participation	*FCAT  *BAT  *GO Math Assessments  *Parent Participation  * Student Progress
2	Intermediate teachers need exposure to The Common Core Standards for Mathematical Practice.	*Grade Team Meetings  *Primary counterparts can help and assist in training.	*Administration  *School Leadership Team	*Student assessments data  *Data Chats with teachers and students quarterly	*Mini-Benchmarks  *GO Math Assessments  *BAT  *FCAT

3	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *GO Math Assessments *Student computerized reports *BAT *FCAT
4	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	*Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *GO Math Assessments *Student computerized reports *BAT *FCAT

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Learning Community:  *Brainstorming and Collaborating ideas and activities  *Math Themes and Home/School/Comm Link that focuses on specific Math deficiencies	PreK-5	*Administration  *Math PD Facilitator	School-wide	*Early Release  *Every fourth Tuesday of each month	*Observations *Parent/Teacher Communication *Student samples	*Administration  *Teachers  *Math PD Facilitator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Exposure to the standards for Mathematical Practice.	Houghton Mifflin Books	Student textbooks	\$2,520.00
			Subtotal: \$2,520.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$2,520.00</b>

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:		40% will achieve proficiency (FCAT Level 3) in Science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
2012 Current Level -36% ( 66)		40% will achieve proficiency (FCAT Level 3 ) in Science.			
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	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings *Instructional Videos *Sharing learning and teaching strategies during planning days	*Reading Coach *Administration	*Data chats with teachers and students quarterly	*Mini-Benchmarks *Curriculum Assessments *BAT *FCAT
2	Intermediate teachers need exposure to The Common Core Standards for scientific practice.	*Grade Team meetings *Primary counterparts can help and assist in training.	*Administration *Reading Coach	*Observations * Sharing, learning and teaching strategies.	*Mini-Benchmarks *Science Fusion Assessments *BAT *FCAT
3	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*Administration *School Leadership Team *School *Parents	*Observations *Parent Participation	*FCAT *BAT *Science Fusion Assessments *Student

					computerized reports *Mini-Benchmarks *Observations
4	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Observations *Science Fusion Assessments *Student computerized reports *BAT *FCAT
5	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *Science Fusion Assessments *Student computerized reports *BAT *FCAT

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	22% will achieve above proficiency in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

2012 Current Level- 20% (37)

22% will achieve above proficiency in Science.

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	Intermediate teachers need exposure to The Common Core Standards for Scientific Practice.	*Grade Team meetings *Primary counterparts can help and assist in training.	*Administration *Reading Coach	* Sharing, learning and teaching strategies. *Data chats with teachers and students quarterly	*Mini-Benchmarks *Science Fusion Assessments *BAT *FCAT
2	Teacher Training is needed to address the vertical alignment of curriculum and adequate student progression.	* Address the scaffolding and gradual release of data *PLC on RtI and adequate progression * PLC on differentiation *March to March Activities *Vertical Teaming	* Administration *School Leadership Team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *FCAT *Science Fusion Assessments *Student computerized reports *BAT
3	Teachers need organized and collaborative planning time to address changes in the overall curriculum as dictated by Common Core Standards.	*Training on the body of new knowledge *Professional developments/Early Release Day *Vertical Teaming * Sharing Knowledge about The Common Core Standards	*Administration *School Leadership team *Teachers	*Student assessment data *Data chats with teachers and students quarterly	*Mini-Benchmarks *Observations *Science Fusion Assessments *Student computerized reports *BAT *FCAT
4	Collaborative planning is needed to address the integration of informational text and text complexity across the content area.	*Grade Team Meetings *Instructional Videos *Sharing learning and teaching strategies during planning days	*Administration *Teachers	*Data chats with teachers and students quarterly	*Mini-Benchmarks *Science Fusion Assessments *BAT *FCAT
5	Parents need support and communication to assist their children with learning the new Common Core Standards.	*Training online BEEP Portal *Website/Podcast/Social Media Seminars *Informational Links on website for teachers and parents	*Administration *School Leadership Team *School *Parents *Teachers	*Observations *Parent Participation	*FCAT *BAT *Science Fusion Assessments *Student computerized reports *Mini-Benchmarks *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:

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in science.  
  
Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Learning Community:  *Best Practices in Science  *Using Science to teach Reading and Math	PreK-5	*Administration  *Science PD Facilitator	School-wide	*Early Release  *Every 4th Tuesday of each month	*Observations  *Parent/Teacher Communication  *Student samples	*Administration  *Teachers  *Science PD Facilitator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Delta Hands on Science Kits	Science Kits Replenish of items	Replenishment of Science items \$563.45 \$2.50 \$17.33 \$60.62	\$643.90
			Subtotal: \$643.90
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: \$643.90

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:	91% will achieve Level 3.0 + in the FCAT writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level - 83% (169)	91% will achieve Level 3.0 + in the FCAT 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	Students non mastery of previous grade level writing benchmarks	*Small group instruction (writing process/revision)  *Making connection using graphic organizers  *Teacher modeling of the writing process/revision process  *Build background knowledge using K-W-L charts, brainstorming activities	*Administration  *Reading Coach  *School Literacy Leadership Team	*Writing conferences between teacher/student and teacher/team leader  *Student writing samples	*Quarterly/ Weekly Writing prompts  *FCAT Writes  *Student Portfolios
2	Students lack of rich vocabulary used in their writing	Provide vocabulary enrichments: *Interactive Word Walls *Vocabulary Notebooks *Collaborative Team Planning/Sharing * journal writing	*Administration  *Reading Coach  *School Leadership Team  *School Literacy Leadership Team	*Student writing samples  *Writing Conferences with teachers and students weekly.	*Quarterly/ Weekly Writing prompts  *FCAT Writes  *Student Portfolios

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Learning Community:  *Brainstorming and Collaborating ideas and activities that correlate with the Broward County Schools Kids of Character Traits  *Writing Activities and Home/School/Community Link that focuses on the eight themed character traits.	K-5	*Administration  *Literacy PD Facilitator	School- wide	*Early Release  *Every fourth Tuesday of each month	*Observations  *Parent/Teacher Communication  *Student samples	*Administration  *Teachers  *Literacy PD Facilitator

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

*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		Achieve 97% average daily attendance			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
2012 Current Average Daily Attendance Rate- 95.8%		Achieve 97% average daily attendance			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
45 students		Number of students with excessive absences will decrease to 40 students			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
150 students		Number of students with excessive tardies will decrease to 87 students			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communicating the District's Attendance Policy/BTIP Policy to parents and students	Attendance information shared at Open House; newsletter and school website; information shared at parent conferences	IMT, guidance counselor, Administration	Attendance records	Open house sign in sheets, attendance reports, parent teacher conferences
	Regular attendance and on time arrival	Attendance information shared at	Guidance Counselor, Administration	Attendance records	Open house sign in sheets,

2	Open House; newsletter and school website; information shared at parent conferences; Classroom quarterly rewards for improved attendance and on time arrival	attendance reports, parent teacher conferences
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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
Character Education Learning Community  *Brainstorming and Collaborating ideas and activities  *Home /School Community Link that focuses on Broward County Character Traits	PreK-5	*Administration  *Character Education PD Facilitator  *Guidance Counselor	School-wide	*Early Release  *Every fourth Tuesday of each month	*Observations  *Student Attendance  *Teachers  *Parent/Teacher Communication	*Administration  *Teachers  *Guidance Counselor  *Parents  *Character Education PD Facilitator

Attendance Budget:

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

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	0%				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
6 students	0 students				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
6 students	0 students				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
4 students	0 students				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
4 students	0 students				
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	Consistent implementation of classroom management strategies	*Frequent review of classroom rules/procedures *CHAMPS	Administration, guidance counselor	Classroom observation	Suspension data

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
Character Education Learning						

Community *Brainstorming and Collaborating ideas and activities *Home /School Community Link that focuses on Broward County Character Traits	PreK-5	*Administration *Character Education PD Facilitator *Guidance Counselor	School-wide	*Early Release *Every fourth Tuesday of each month	*Observations *Student Attendance *Teachers *Parent/Teacher Communication	*Administration *Teachers *Guidance Counselor *Parents *Character Education PD Facilitator
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Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	82% of parents will participate in school activities at Winston Park Elementary.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2012 Current Level - 80%	82% of parents will participate in school activities at Winston Park Elementary.
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	Flexibility in scheduling to increase parent participation	Vary the times of P.T.A.,SAC, SAF and school activities to need the different needs of families. Inform parents of upcoming events through multiple ways-school newsletter, school website, flyers, parent link.	Parents, Teachers, Students, Administration, Support Staff, Guidance Department, Community Representatives	Sign In Sheet	Parent Involvement Data,sign in Sheet
2	Parent response to communication	Parent/Teacher/Student Communication: conferences,phone conferences,planners,school website, teacher websites, teacher blogs,email,parent link,school newsletters,teacher newsletter, meet and greet, Family Book Fair Nights.	Parents, Teachers, Students, Administration, Support Staff, Guidance Department, Community Representatives	Survey	Parent Involvement Data,teacher and parent feedback
3	Parent Attendance and Parent participation in meetings,workshop events and assemblies	To promote a supportive atmosphere that promotes the positive participation of parents as classroom volunteers, school wide activity volunteers, Parent Teacher Association (PTA) members, School Advisory Council (SAC) members and School Advisory Forum (SAF) members.	Parents, Teachers, Students, Administration, Support Staff, Guidance Department, Community Representatives	Communication opportunities on a regular basis; keeping parents informed through monthly school newsletter, weekly newsletters home by grade levels or individual teachers, school wide website, student planners	Parent Involvement Data

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:			The proficiency of students on a level 3 will increase through the participation of activities in Science, Technology/Engineering and Math. (STEM)		
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	Teachers will not be able to identify appropriate STEM based projects and activities.	Teachers will attend Professional Development Learning Communities to plan and organize STEM project based learning activities.	*Administration *STEM PD Facilitator	*Observations *Teachers *Student samples	*Projects *Activities
2	Parents will not be able to identify appropriate STEM based projects and activities	Teachers will educate parents and students to facilitate, plan and organize STEM project based learning activities	*Administration *STEM PD Facilitator *Teachers	*Observations *Teachers *Parent Participation *Student samples	*Projects *Activities

## 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
STEM Learning Community: *Brainstorming						

and Collaborating ideas and activities related to STEM  *Home/School/Parent Community Link that focuses on specific STEM deficiencies	Pre K- 5	*Administration  *STEM PD Facilitator	School-wide	*Early Release  *Every fourth Tuesday of each month	*Observations  *Parent Teacher Communication  *Student samples	*Administration  *Teachers  *STEM PD Facilitator
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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)

No Additional Goal was submitted for this school



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Informational Text and Text Complexity across the Reading content area.	Treasures Textbooks Warehouse Reading	Student Textbooks	\$1,940.40
CELLA	IPT 2 Testing materials for students	Testing Materials	student materials	\$356.40
Mathematics	Exposure to the standards for Mathematical Practice.	Houghton Mifflin Books	Student textbooks	\$2,520.00
Science	Delta Hands on Science Kits	Science Kits Replenish of items	Replenishment of Science items \$563.45 \$2.50 \$17.33 \$60.62	\$643.90
				Subtotal: \$5,460.70
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$5,460.70

## 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 10/19/2012)

## 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
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No data submitted

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

- Winston Park Elementary School's Advisory Council is comprised of parents, community members, business partners, faculty and staff members. The School Advisory Council (SAC) is responsible for the decision making at the school relating to implementation of the School Improvement Plan and School Improvement.
- School Advisory Council (SAC) meetings are publicized monthly in the school's newsletter, marquee and the school's Parent Link.
- The SAC Committee develops the School Improvement Plan. SAC analyzes all school data and develops goals and objectives to increase student achievement. The SAC committee determine strategies and activities to met the goals to be submitted to all stakeholders for review. The Grade teams then make suggestions for additional activities or revisions as needed. The entire plan is reviewed at SAC meetings and the final plan is then presented to staff for approval. When the plan is approved by the state, it is then posted on the state's school improvement website.
- Throughout the school year the SAC sub committee overseas the implementation of the action steps and analyzes student assessment data from the current plan. In identifying student needs and areas of concern, a school annual budget is determined. The SAC is the sole body responsible for final decision making at the school relating to the implementation of provisions of Sections 1001.42 (16) and 1008.345,F.S. (school improvement).
- The School Improvement Plan for 2012-2013 school year will be approved in October 2012. The School Improvement Plan is developed with all stakeholder involvement. Sub –committees are formed for Reading, Math, Parental involvement, Science, Writing and Technology and STEM (Science,Technology/Engineering, and Mathematics. Committees are formed to provide analysis of student assessment data, evaluating research-based curriculum programs, integrating technology, developing strategies and activities and utilizing quality instructional delivery models for each Common Core Standard subject area to develop the SIP. Implementation of the SIP includes continuous monitoring of student assessment and revision of the Instructional Focus Calendar, Florida Common Core Standards and Instructional Delivery Models to meets the needs of our students.

# 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

Broward School District WINSTON PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	84%	94%	58%	316	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	62%	64%			126	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?	52% (YES)	54% (YES)			106	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					548	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District WINSTON PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	85%	92%	51%	309	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	64%			128	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?	52% (YES)	54% (YES)			106	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					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested