FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WESLEY MATTHEWS ELEMENTARY SCHOOL

District Name: Dade

Principal: Ms. Deborah Darbonne Roberts

SAC Chair: Ms. Monica Ochoa

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Deborah Darbonne Roberts	Degrees: Bachelor of Science in Special Education, Master of Science in Education, Certification: Educational Leadership, Varying Exceptionalities and Emotionally Handicapped	2	13	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 81 88 89 86 87 High Standards Math 75 84 86 88 85 Lrng Gains-Rdg. 88 69 76 73 70 Lrng Gains-Math 84 61 65 68 70 Gains-Rdg-25% 89 66 63 67 55 Gains-Math-25% 87 57 75 70 61
		Degrees: Bachelor of Science in Elementary			

Assis Principal	Elizabeth Lozano-Rodriguez	Education, Master of Science in Primary Education Certification: Educational Leadership Reading Endorsement ESOL Endorsement	1	1	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 74 92 91 87 83 High Standards Math 70 89 84 87 85 Lrng Gains-Rdg. 81 69 79 80 69 Lrng Gains-Math 78 72 57 66 67 Gains-Rdg-25% 73 74 65 81 62 Gains-Math-25% 71 66 50 70 71

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	Maria G. Lopez	Degrees: Bachelor of Science in Elementary Education, Master of Science in Reading Education, Doctor of Education in Curriculum and Instruction Certification: Educational Leadership, ESOL Endorsement	16	2	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 81 90 91 88 88 High Standards Math 75 88 86 78 84 Lrng Gains-Rdg. 88 83 71 68 70 Lrng Gains-Math 84 63 62 57 63 Gains-Rdg-25% 89 77 69 55 63 Gains-Math-25% 87 60 54 51 52

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	Regular meetings of new teachers with Administration	Principal A.P.	Monthly	
2	Partnering of new teachers with mentoring staff	Principal A.P.	Monthly	
3	Monitoring and mentoring of pre-service teachers assigned to the school	Principal A.P.	June 2013	

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
3 teachers are teaching	The three teachers of the gifted are currently taking the required courses towards their endorsement.

out-of-field 0 less than effective	Whenever professional development sessions become available, these instructional staff members are notified.

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
37	2.7%(1)	0.0%(0)	45.9%(17)	51.4%(19)	37.8%(14)	100.0%(37)	5.4%(2)	18.9%(7)	91.9%(34)

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
Maria Lopez	Katharine Pedyk	Mentor is MINT-trained, has mentored teachers before, has flexibility in her schedule, and, as the Reading Coach, will provide assistance with literacy development in kindergarten.	Observation, meetings, professional development activities, planning and data coaching

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

At Wesley Matthews Elementary School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Wesley Matthews Elementary School, its students and families. A school-based, Title I funded Community Involvement Specialist (CIS), serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches to be implemented at Wesley Matthews Elementary School. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school’s Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to

facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Currently, there are no migrant students enrolled at Wesley Matthews Elementary School. Should migrant students enroll, the school will provide services and support to these students and their parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:
- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

At Wesley Matthews Elementary School, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide the following services:
- tutorial programs
- parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- cultural supplementary instructional materials
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (RFP Process)
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Wesley Matthews Elementary School will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Wesley Matthews Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted by the District.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Wesley Matthews Elementary School benefits from the Health Connect in Our Schools initiative:
- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Wesley Matthews Elementary School's MTSS/RtI Leadership Team is comprised of the Principal, the Assistant Principal, the Reading Coach, the Math Facilitator, the Science Facilitator, the School Counselor, and the School Psychologist.
- The role of the Principal and Assistant Principal centers around the following functions: (a) to provide a common vision for the use of data-based decision-making and data-driven instruction, (b) to ensure that the school-based team is implementing MTSS/RtI, (c) to ensure implementation of intervention support, evaluation, and documentation, (d) to ensure adequate professional development to support MTSS/RtI implementation, and (e) to communicate with parents regarding school-based MTSS/RtI plans and activities.
- Instructional support personnel, including the Reading Coach, the Math Facilitator, and the Science Facilitator, are responsible for the following tasks: (a) develop, lead, and evaluate school core content standards/ programs/ pacing guides and instructional plans; (b) identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches: (c) identify systematic patterns of student needs, while working with district personnel to identify appropriate, evidence-based intervention strategies; (d) assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” (e) assist in the design and implementation for progress monitoring, data collection, and data analysis; (f) participate in the design and delivery of professional development; and (g) provide support for assessment and implementation monitoring, including the support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

- The School Counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the counselor refers students and families to community agencies that support the students' academic, emotional, behavioral, and social successes.
- The School Psychologist participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.
Through these processes, the MTSS/RtI Team has established an ongoing evaluation method for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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?

Wesley Matthews Elementary School's MTSS/RtI Leadership Team will focus meetings around one essential question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?
Wesley Matthews Elementary School's MTSS/RtI Leadership Team meets at least once a month to engage in the following activities:
- Review assessment data and link to instructional decisions
- Review progress monitoring data at the grade level and classroom level to identify students who are at moderate risk or at high risk for not meeting benchmarks
- Identify professional development and resources needed to implement data-driven instruction
- Facilitate communication with staff for input and feedback, as well as updating them on procedures and progress
- Collaborate regularly to solve problems while engaging in the MTSS Model, focusing on the identification of possible solutions by sharing effective practices, the evaluation of the effectiveness of the implementation, and decision-making based on new processes and skills
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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?

Wesley Matthews Elementary School's MTSS/RtI Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) to help develop and monitor the School Improvement Plan (SIP). In developing the SIP, the team engages in extensive data analysis (including 5-year performance trends; content cluster analysis; Tier 1, 2, and 3 targets; and academic and social/ emotional areas that needed to be addressed) to identify current instructional strengths and areas in need of improvement. Once the identification and analysis phases are conducted, interventions are planned and implemented. The MTSS/RtI Leadership Team helps set clear expectations for instruction; facilitates the development of a systemic approach to teaching, and aligns processes and procedures. Evaluations of the response to the various interventions are conducted on an ongoing basis to monitor the fidelity of the delivery of instruction and intervention.

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.

Wesley Matthews Elementary School's MTSS/RtI Leadership Team will engage in data-driven decision-making. To this end, progress will be determined through assessment systems administered throughout the school year as follows:
- Baseline data consists of the following assessment systems (a) Progress Monitoring and Reporting Network (PMRN), (b) Florida Assessments for Instruction in Reading (FAIR), (c) Stanford Achievement Test (SAT), (d) Florida Comprehensive Assessment Test (FCAT), and (e) the District's baseline assessments (analyzed through Edusoft)
- Progress Monitoring is conducted through the following systems: (a) PMRN, (b) Curriculum Based Measurement (CBM), and (c) Interim Assessments (analyzed through Edusoft)
- Midyear data is garnered from the following: (a) FAIR and (b) FCAT Released Tests (analyzed through Edusoft)
- End of year assessments include the following (a) FAIR, (b) FCAT, (c) SAT, and (d) the District's baseline assessments administered as a post-assessment (analyzed through Edusoft)
- Student behavior will be monitored through the following systems (a) Student Case Management System, (b) Suspensions/expulsions, (c) Referrals by student behavior, staff behavior, and administrative context, and (d) Attendance
Data will be used to guide instructional decisions and system procedures for all students to adjust the delivery of curriculum and instruction to meet the specific needs of students, drive decisions regarding targeted professional development, and create student growth trajectories in order to identify and develop interventions.

Describe the plan to train staff on MTSS.

Previously, the staff at Wesley Matthews Elementary School has participated in various professional development activities

describing the MTSS/RtI process and providing guidelines for implementation. Professional development will be scheduled on professional development days. Specifically, these training sessions will focus on using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. Follow-up will be provided during teachers' common planning time, and small group sessions will occur throughout the year. The MTSS/RtI Leadership Team will also evaluate additional staff professional development needs during the monthly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

The MTSS/RtI process will be supported throughout the school year. In addition to the professional development activities conducted to support the implementation of MTSS/RtI, small group meetings and individual conferences will be scheduled on a regular basis to ensure that the faculty understands the model and is applying the process to meet the needs of students in need of intervention and monitoring. These will focus on the required processes and forms, including the implementation of adequate timelines for progress monitoring. Furthermore, MTSS/RtI will be supported through the following:
- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.
- Alignment of policies and procedures across classroom, grade, building, district, and state levels.
- Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
- Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
- Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
- Ongoing data-driven professional development activities that align to core student goals and staff needs.
- Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

A key factor to an individual school's success is the building leadership. Wesley Matthews Elementary School's Literacy Leadership Team, as appointed by the principal, is an integral part of the school literacy process and serves to build a culture of reading throughout the school.
- The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The principal's role centers around the following functions: (a) to provide a common vision for the use of data-based decision-making and data-driven literacy instruction, (b) to ensure that the core instructional block is being implemented adequately, and (c) to ensure adequate professional development to support research-based instructional practices in reading, language arts, and content area classes.
- The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. The reading/ literacy coach is responsible for the following tasks: (a) develop, lead, and evaluate school core instructional plans; (b) identify and analyze existing literature on scientifically based instructional approaches and practices; (c) participate in the design and delivery of professional development to support literacy development and content area instruction; and (d) provide support for the implementation of instructional programs and practices.
- The media specialist also plays a vital role in the development of a schoolwide literacy culture. Specifically, The role of the media specialist centers around the following (a) monitoring the Accelerated Reader program, facilitating the integration of literature throughout the curriculum, (b) coordinating baseline and ongoing progress monitoring through the STAR program, and (c) providing support, as necessary, to instructional staff.
The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, media specialist, mentor reading teachers, content area teachers, and other principal appointees serve on this team, as applicable. The LLT meets at least once a month.

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

Wesley Matthews Elementary School's LLT will be encouraged and supported in fostering an understanding of the Common Core State Standards to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*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.

At Wesley Matthews Elementary School, all incoming kindergarten students are assessed prior to, or upon, entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional and intervention programs. The following assessments are used:
- Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS), and Florida Assessment for Instruction in Reading (FAIR) are used to gage readiness. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.
- The Oral Language Proficiency Scale – Revised (OLPS-R) is used to place students who speak a language other than English at home in an appropriate level of English language instruction. Therefore, ELLs receive the support that they need in order to acquire their new language.

Screening data will be collected and aggregated during the Fall of 2012. Data will be used to plan daily whole group academic and social/ emotional instruction for all students, while identifying groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction includes daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. FAIR will be re-administered mid-year and at the end of the year in order to measure student learning gains and determine whether there is a need for changes to the instructional and/or intervention programs.

The following strategies are implemented at Wesley Matthews Elementary School:
- Two orientations are held prior to the opening of school which allow the parents and students to tour the school, receive information about the programs available, ask pertinent questions, and meet the teachers while visiting their future classrooms.
- Literature that highlights important information is distributed to the parents of incoming kindergarten students.
- Additional resources are available at Wesley Matthews Elementary School's Parent Resource Center and on the school's webpage.
- The school's Community Involvement Specialist (CIS) assists the parents as necessary.

*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:	Given instruction using the New Generation Sunshine State Standards (NGSSS), at least 32% of the students in grades 3-5 will achieve mastery in Reading, as measured by a score of Level 3 on the 2013 administration of the FCAT 2.0 Reading Test. This reflects a one percentage point increase from the current 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (83)	32% (85)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test depended on the grade level. Grade 3 Cat. 2: Reading Application was identified as a barrier. Grades 4 & 5 Cat. 3: Literary Analysis: Fiction and Nonfiction was identified. The students have had insufficient exposure to direct instruction in the aforementioned categories.	The following strategies will be implemented at each grade level to overcome the anticipated barriers: Grade 3 Cat. 2: Using grade level texts, identify author's purpose and perspective, and emphasis on main idea and causal relationships and chronological order. Provide practice with topic and theme. Grades 4 & 5 Cat. 3: Use biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts, including character development, character point of view. Use poetry to practice identifying descriptive language that defines moods and provides imagery. In addition, students will actively participate in the Accelerated Reader Program. Discuss areas of deficiency in the Literacy PLC.	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.	2012-2013 Baseline Reading Test* 2012-2013 District Reading Interim Assessments* FCAT Released Reading Test* 2013 FCAT 2.0 Reading Test * As analyzed through Edusoft

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:	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 49% of the students in grades 3-5 will achieve above proficiency in Reading, as measured by a score of either Level 4 or Level 5 on the 2013 administration of the FCAT 2.0 Reading Test. This reflects a one percentage point increase from the current 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (128)	49% (130)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas which showed substantial levels of proficiency and would require students to maintain or improve performance, as noted on the 2012 administration of the FCAT Reading test, include the following: Grade 3 Cat. 3: Literary Analysis: Fiction and Nonfiction was identified. Grades 4 & 5 Cat. 2: Reading Application and Informational Text was identified. Students need enrichment in the aforementioned	The strategies identified to increase student achievement and provide enrichment are the following: Grade 3 Cat. 3: Use biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts, including character development, character point of view. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Grades 4 & 5 Cat. 2: Using grade level texts, identify author's purpose and perspective,	Literacy Leadership Team	Ongoing classroom assessments/ observations focusing on the students' ability to complete assignments as teachers become facilitator guiding students to become independent learners.	2012-2013 Baseline Reading Test* 2012-2013 District Reading Interim Assessments* FCAT Released Reading Test* 2013 FCAT 2.0 Reading Test * As analyzed through Edusoft

	categories in order to maintain, or increase, the current level of proficiency.	and emphasis on main idea and causal relationships and chronological order. Provide practice with topic and theme. In addition, students will actively participate in the Accelerated Reader Program. Discuss areas in need of enrichment in the Literacy PLC.			

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
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 reading. Reading Goal #3a:	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 93% of the students in grades 3-5 will make learning gains in Reading, as measured by the 2013 administration of the FCAT 2.0 Reading Test. This reflects a five percentage point increase from the current 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (155)	93% (164)

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
	The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test depended on the grade	The following strategies will be implemented at each grade level to overcome the anticipated barriers:	The persons responsible for monitoring the implementation of this strategy	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the	2012-2013 Baseline Reading Test* 2012-2013 District Reading Interim

1	level. Grade 3 Cat. 2: Reading Application was identified. Grades 4 & 5 Cat. 3: Literary Analysis: Fiction and Nonfiction was identified. The students have had insufficient exposure to direct instruction in the aforementioned categories.	Grade 3 Cat. 2: Using grade level texts, identify author's purpose and perspective, and emphasis on main idea and causal relationships and chronological order. Provide practice with topic and theme. Grades 4 & 5 Cat. 3: Use biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts, including character development, character point of view. Use poetry to practice identifying descriptive language that defines moods and provides imagery. In addition, students will actively participate in the Accelerated Reader Program. Discuss areas of deficiency in the Literacy PLC.	include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.	Assessments* FCAT Released Reading Test* 2013 FCAT 2.0 Reading Test * As analyzed through Edusoft

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:	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 94% of the lowest 25% of the students in grades 3-5 will make learning gains in Reading, as measured by the 2013 administration of the FCAT 2.0 Reading Test. This reflects a five percentage point increase from the current 89%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (39)	94% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were as follows: Cat.1 and Cat. 3, Vocabulary and Literary Analysis: Fiction and Nonfiction were identified. The students have had insufficient exposure to direct instruction in the aforementioned categories. Additional instructional time is needed beyond the 90-minute Reading/Language arts block.	Students identified as performing at the lowest 25% will receive additional support beyond what is offered to the students performing at proficient levels. These students will be participating in pull-out intervention. Given the anticipated barriers, specifically identified for the students comprising the lowest 25%, the following strategies will be implemented at each grade level: Cat. 1: More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Use sentence and word context to determine meaning. Cat. 3: Use biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts, including character development, character point of view. Use poetry to practice identifying descriptive language that defines moods and provides imagery. In addition, students will actively participate in the Accelerated Reader Program. Discuss areas of deficiency in the Literacy PLC.	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year. Monitor ongoing classroom assessments and ongoing progress monitoring on STAR Reading for students in the lowest 25%.	2012-2013 Baseline Reading Test* 2012-2013 District Reading Interim Assessments* FCAT Released Reading Test* 2013 FCAT 2.0 Reading Test * As analyzed through Edusoft

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. The 2010-2011 baseline was 73%, and the goal for the 2016-2017 school year is 87%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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:	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 94% of the White subgroup in grades 3-5 will achieve mastery in Reading, as measured by a score of Level 3 on the 2013 administration of the FCAT 2.0 Reading Test. This reflects a one percentage point increase from the current 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 93% (15) Black: NA Hispanic:81% (199) Asian: NA American Indian: NA	White: 94% (15) Black: NA Hispanic: 84% (207) Asian: NA American Indian: NA

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	White Subgroup: The students have had insufficient exposure to direct instruction in reading. Additional instructional time is needed beyond the 90-minute Reading/Language Arts block.	White Subgroup: The students in this subgroup who are not making satisfactory progress in reading will be provided with additional instruction through the SuccessMaker program and/or targeted small-group instruction beyond the 90-minute Reading/ Language Arts block. Promote participation in the Accelerated Reader program.	White Subgroup: The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	White Subgroup: The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. Progress will be monitored through the SuccessMaker program and its reporting system. Progress towards the attainment of Accelerated Reader goals will be monitored.	White Subgroup: 2012-2013 Baseline Reading Test* 2012-2013 District Reading Interim Assessments* FCAT Released Reading Test* 2013 FCAT 2.0 Reading Test * As analyzed through Edusoft

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (37)	71% (38)

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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
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 PLC	All Grade Levels/ Reading and Writing	Reading Coach	PLC Members	Monthly, September 2012 through May 2013	Analyze results of ongoing assessments to determine progress towards goals and conduct classroom walk-throughs	Principal, Assistant Principal, PD Liaison, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Pull-Out intervention for students in the bottom 25% / ELL subgroup	Hourly Personnel	Title I	$9,000.00
			Subtotal: $9,000.00
			Grand Total: $9,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Given instruction using the ESOL Strategies Matrix, at least 60% of the ELLs in grades K-5 will demonstrate proficiency in Listening/Speaking, as measured by a score of “proficient” on the 2013 administration of the CELLA. This reflects a one percentage point increase from the current 59%.
2012 Current Percent of Students Proficient in listening/speaking:	
59% (104)	
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	Due to limited opportunities for practice, the students need to develop listening comprehension skills and speaking abilities, including the use of proper syntax, vocabulary, and usage.	The following strategies will be implemented at each grade level: Listening: Use of listening centers, Language Experience Approach (LEA), Total Physical Response (TPR), use of illustrations and simple, direct language, with repetition. Speaking: Brainstorming, cooperative learning, role play, think alouds	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.	Listening and speaking tasks will be developed to monitor student progress throughout the school year. Use of rubrics to assess the development of the students' listening and speaking skills.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Given instruction using the ESOL Strategies Matrix, at least 45% of the ELLs in grades K-5 will demonstrate proficiency in Reading, as measured by a score of "proficient" on the 2013 administration of the CELLA This reflects a one percentage point increase from the current 44%.
2012 Current Percent of Students Proficient in reading:	
44% (77)	

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	Anticipated barriers include lack of scaffolding of grade level content. The students need to develop reading comprehension skills through the implementation of ESOL strategies and accommodations.	The following strategies will be implemented at each grade level: Activating prior knowledge, prediction, QAR, use of Task Cards, Reader's Theater, chunking, focus on key vocabulary, graphic organizers, reciprocal reading, cloze	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.	2012-2013 Baseline Reading Test* 2012-2013 District Reading Interim Assessments* FCAT Released Reading Test* 2013 FCAT 2.0 Reading Test * As analyzed through Edusoft

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Given instruction using the ESOL Strategies Matrix, at least 42% of the ELLs in grades K-5 will demonstrate proficiency in Writing, as measured by a score of "proficient" on the 2013 administration of the CELLA. This reflects a one percentage point increase from the current 41%.
2012 Current Percent of Students Proficient in writing:	
41% (72)	

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	Due to lack of direct instruction on the components of CELLA writing, the students need to develop writing skills, including process writing.	The following strategies will be implemented at each grade level: Graphic organizers, illustrating and labeling, process writing, journals, spelling strategies, writing prompts, instruction on the rubrics	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.	2012-2013 District Writing Pre & Post Test 2013-2013 Monthly Writing Prompts 2013 FCAT 2.0 Writing Test

CELLA 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
ELL Academy	Tutorial Services	Title III	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $3,000.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 32% of the students in grades 3-5 will achieve mastery in Mathematics, as measured by a score of either a Level 4 or Level 5 on the 2013 administration of the FCAT 2.0 Mathematics Test. This reflects an increase of one percentage point from the current 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (82)	32% (85)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics test, varied by grade level. Grade 3 Cat. 2: Number/ Fractions was identified as a barrier Grade 4 Cat. 3: Geometry/ Measurement were identified. Grade 5 Cat 1: Number/ Base 10 & Fractions were identified as barriers. The students have had insufficient exposure to direct instruction in the aforementioned categories.	The strategies identified to overcome the barriers and increase student achievement are the following: Grade 3 Cat. 2: Develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Grade 4 Cat. 3: Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Grade 5 Cat 1: Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.	2012-2013 Baseline Mathematics Test* 2012-2013 District Mathematics Interim Assessments* 2013 FCAT 2.0 Mathematics Test *As analyzed through Edusoft

		fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.			

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:	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 44% of the students in grades 3-5 will achieve above proficiency in Mathematics, as measured by a score of either a Level 4 or Level 5 on the 2013 administration of the FCAT 2.0 Mathematics Test. This reflects the need to maintain the current performance level reflecting 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (117)	44% (117)

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
	The areas which showed substantial levels of proficiency and would require students to maintain or improve performance, as noted on the 2012 administration of the FCAT Mathematics test, were the following. Grade 3 Cat. 3: Geometry and	The strategies identified to increase student achievement are the following: Grade 3 Cat 3: Describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric	The Leadership Team, specifically the Principal and Assistant Principal.	The Leadership Team will monitor the implementation of the selected strategy through ongoing assessments	2012-2013 Baseline Mathematics Test* 2012-2013 District Mathematics Interim Assessments* 2013 FCAT 2.0 Mathematics Test *As analyzed

1	Measurement were identified. Grades 4 & 5 Cat. 2: Number/ Base 10 & Fractions were identified. Students need enrichment in the aforementioned categories in order to maintain, or increase, the current level of proficiency.	shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. Grades 4 & 5 Cat 2: Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions. Discuss Number, Operations and Problems in the Numeracy PLC			through Edusoft

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
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.	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 89% of the students in grades 3-5 will make learning gains in Mathematics, as measured by the 2013 administration of the FCAT 2.0 Mathematics Test.

Mathematics Goal #3a:	This reflects an increase of five percentage points from the current 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (148)	89% (157)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics test, varied by grade level. Grade 3 Cat. 2: Number/ Fractions were identified. Grade 4 Cat. 3: Geometry/ Measurement were identified. Grade 5 Cat 1: Number/ Base 10 & Fractions were identified. The students have had insufficient exposure to direct instruction in the aforementioned categories.	The strategies identified to increase student achievement are the following: Grade 3 Cat. 2: Develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Grade 4 Cat. 3: Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Grade 5 Cat 1: Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.	2012-2013 Baseline Mathematics Test* 2012-2013 District Mathematics Interim Assessments* 2013 FCAT 2.0 Mathematics Test *As analyzed through Edusoft

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:	Given instruction using the Next Sunshine State Standards (NGSSS), at least 92% of the lowest 25% of students in grades 3-5 will make learning gains in Mathematics, as measured by the 2013 administration of the FCAT 2.0 Mathematics Test. This reflects an increase of five percentage points from the current 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (39)	92% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics test were Number/ Base 10 & Fractions. The students have had insufficient exposure to direct instruction in the aforementioned categories. Additional instructional time is needed beyond the 60-minute mathematics block.	Students identified as performing at the lowest 25% will receive additional support beyond what is offered to the students performing at proficient levels. These students will be participating in pull-out intervention. Given the anticipated barriers, specifically identified for the students comprising the lowest 25%, the following strategies will be implemented at each grade level: Develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year. Monitor Accelerated Math reports. Monitor student progress	2012-2013 Baseline Mathematics Test* 2012-2013 District Mathematics Interim Assessments* 2013 FCAT 2.0 Mathematics Test Accelerated Math program *As analyzed through Edusoft

		routine problems. Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems. Utilize Accelerated Math program.		in pull-out intervention sessions through on-going assessments and data chats.	

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 # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. The 2011-2017 baseline was 74%, and the goal for the 2016-2017 school year is 87%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76	78	81	83	85	

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:	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 89% of the White subgroup in grades 3-5 will achieve mastery in Mathematics, as measured by a score of Level 3 on the 2013 administration of the FCAT 2.0 Mathematics Test. This reflects a nine percentage point increase from the current 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 80% (13) Black: NA Hispanic: 75% (185) Asian: NA American Indian: NA	White: 89% (14) Black: NA Hispanic: 78% (192) Asian: NA American Indian: NA

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	White Subgroup: The students have had insufficient exposure to direct instruction in mathematics. Additional instructional time is needed beyond the 60-minute mathematics block	White Subgroup: The students in this subgroup who are not making satisfactory progress in mathematics will be provided with additional instruction through the SuccessMaker program and/or targeted small-group instruction beyond	White Subgroup: The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the	White Subgroup: The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. Progress will be monitored through the	White Subgroup: 2012-2013 Baseline Mathematics Test* 2012-2013 District Mathematics Interim Assessments* 2013 FCAT 2.0 Mathematics Test

		the 60-minute mathematics block.	Principal and Assistant Principal.	SuccessMaker program m and its reporting system.	* As analyzed through Edusoft

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:	Given instruction using the Sunshine State Standards (SSS), at least 72% of the ELL students in grades 3-5 will demonstrate proficiency as measured by the 2013 administration of the FCAT 2.0 Mathematics Test. This reflects an increase of ten percentage point from the current 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (33)	72% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics test were Number/ Base 10 & Fractions. The students have had insufficient exposure to direct instruction in the aforementioned categories. Additional instructional time is needed beyond the 60-minute mathematics block.	ELLs not making satisfactory progress in mathematics will receive additional support beyond what is offered to the students performing at proficient levels. These students will be participating in pull-out intervention and the ELL Academy. Given the anticipated barriers, specifically identified for ELLs, the following strategies will be implemented : Develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems. Utilize STAR math to	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year. Monitor Accelerated Math reports. Monitor student progress in ELL Academy through on-going assessments and data chats.	2012-2013 Baseline Mathematics Test* 2012-2013 District Mathematics Interim Assessments* 2013 FCAT 2.0 Mathematics Test Accelerated Math program *As analyzed through Edusoft

		reinforce skills. Discuss deficiency and strategies in Numeracy PLC. Implement Accelerated Math program			

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:	Given instruction using the Sunshine State Standards (SSS), at least 51% of the SWDs in grades 3-5 will demonstrate proficiency as measured by the 2013 administration of the FCAT 2.0 Mathematics Test. This reflects an increase of 16 percentage point from the current 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (9)	51% (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	The areas of deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics test were Number/ Base 10 & Fractions. The students in this subgroup have had insufficient exposure to direct instruction in the aforementioned categories. Additional instructional time is needed beyond the 60-minute mathematics block.	SWDs not making satisfactory progress in mathematics will receive additional support beyond what is offered to the students performing at proficient levels. These students will be participating in pull-out intervention and the ELL Academy, if applicable. Given the anticipated barriers, specifically identified for SWDs, the following strategies will be implemented : Develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year. Monitor Accelerated Math reports. Monitor student progress through on-going assessments and data chats.	2012-2013 Baseline Mathematics Test* 2012-2013 District Mathematics Interim Assessments* 2013 FCAT 2.0 Mathematics Test Accelerated Math program *As analyzed through Edusoft

		solve non-routine problems. Implement the Accelerated Math program. Discuss deficiency and strategies in the Numeracy PLC.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Given instruction using the Sunshine State Standards (SSS), at least 77% of the economically disadvantaged students in grades 3-5 will demonstrate proficiency as measured by the 2013 administration of the FCAT 2.0 Mathematics Test. This reflects an increase of five percentage point from the current 72%
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (147)	77% (157)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency, as noted on the 2012 administration of the FCAT 2.0 Mathematics test, varied by grade level. Grade 3 Cat. 2: Number/ Fractions were identified. Grade 4 Cat. 3: Geometry/ Measurement were identified. Grade 5 Cat 1: Number/ Base 10 & Fractions were identified. The students have had insufficient exposure to direct instruction in the aforementioned categories.	Provide direct instruction in the following: Grade 3 Cat. 2: Develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Grade 4 Cat. 3: Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Grade 5 Cat 1: Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.	2012-2013 Baseline Mathematics Test* 2012-2013 District Mathematics Interim Assessments* 2013 FCAT 2.0 Mathematics Test *As analyzed through Edusoft

		within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.			

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
Numeracy PLC	All Grade Levels/ Mathematics	Mathematics Facilitator	PLC Members	Monthly, September 2012 through May 2013	Analyze results of ongoing assessments to determine progress towards goals and conduct classroom walk-throughs	Principal, Assistant Principal, PD Liaison, Mathematics Facilitator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
STAR Math	License	Title I	$850.00
			Subtotal: $850.00
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
ELL Academy	Tutorial Services	Title III	$3,000.00
Implementation of Accelerated Math program to facilitate the implementation of differentiated instruction	Paper to print the individualized assignments	School-Based Budget	$1,000.00
Implementation of STAR Math program to facilitate the implementation of differentiated instruction	Toner for printer	School-Based Budget	$300.00
Pull-Out intervention for students in the bottom 25th percentile	Hourly Personnel	Title I	$9,000.00
			Subtotal: $13,300.00
			Grand Total: $14,150.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 52% of the students in grade 5 will achieve mastery in Science, as measured by a score of Level 3 on the 2013 administration of the FCAT 2.0 Science Test. This reflects an increase of two percentage points from the current 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (54)	52% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency, as noted on the 2012 administration of the FCAT 2.0 Science test, was Cat. 3, Physical Science. This is due to limited hands-on activities.	The strategies identified to increase student achievement are the following: Ensure that instruction will include teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. Instruction in grades K-5 will adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Discuss Physical Science in the Science PLC.	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.	2012-2013 Baseline Science Test* 2012-2013 District Science Interim Assessments* Staff-developed Science Test* 2013 FCAT 2.0 Science Test *As analyzed through Edusoft

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:	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 19% of the students in grade 5 will achieve above proficiency in Science, as measured by a score of Level 4 or Level 5 on the 2013 administration of the FCAT 2.0 Science Test. This reflects the need to maintain the current performance levels reflecting 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (20)	19% (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	The area which showed substantial levels of proficiency and would require students to maintain or improve performance, as noted on the 2012 administration of the FCAT 2.0 Science test, was Life Science. Students need enrichment in the aforementioned category in order to maintain, or increase, the current level of proficiency.	Provide enrichment opportunities through the strategies identified below: Provide opportunities for students to model, explain, and label diagrams showing the cause-and-effect relationships of changes in populations in food webs and food chains in different ecosystems. Provide opportunities for students to identify relationships between structures and functions of organisms. Instruction in grades K-5 will adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Discuss Life Science in the Science PLC.	The persons responsible for monitoring the implementation of this strategy include the members of the Leadership Team, specifically the Principal and Assistant Principal.	Monitor ongoing classroom assessments focusing on the mastery of Life Science skills.	2012-2013 Baseline Science Test* 2012-2013 District Science Interim Assessments* Staff-developed Science Test* 2013 FCAT 2.0 Science Test *As analyzed through Edusoft

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 PLC	All Grade Levels/ Science	Science Facilitator	PLC Members	Monthly, September 2012 through May 2013	Analyze results of ongoing assessments to determine progress towards goals and conduct classroom walk-throughs	Principal, Assistant Principal, PD Liaison, Science Facilitator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities	Science Lab materials and supplies	School-Based Budget	$200.00
			Subtotal: $200.00
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: $200.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Given instruction using the Next Generation Sunshine State Standards (NGSSS), at least 88% of the students in grade 4 will achieve mastery in Writing, as measured by a score of 4.0 or higher on the 2013 administration of the FCAT 2.0 Writing Test. This reflects an increase of one percentage point from the current 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (72)	88% (73)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in the FCAT 2.0 Writing test is Expository Writing. Maintenance of current level of performance. The students have had insufficient exposure to editing skills focusing on appropriate conventions (e.g., grammar, usage, and spelling of commonly used words).	The strategy identified to increase student achievement is the following: Provide direct instruction in the writing process (writers' workshop), focusing on editing. Provide differentiated instruction through conferring as appropriate. Discuss Expository Writing in the Writing PLC.	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal and Assistant Principal.	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. The MTSS/RtI problem solving model involves four basic steps within a cycle: problem identification, problem analysis, intervention-solution planning and implementations, and evaluations of the effect of the implemented strategy, as measured by various evaluation tools throughout the school year.	2012 District Writing Pre & Post Test 2012-2013 Monthly Writing Prompts 2013 FCAT 2.0 Writing Test

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 PLC	All Grade Levels/ Reading and Writing	Reading Coach	PLC Members	Monthly, September 2012 through May 2013	Analyze results of ongoing assessments to determine progress towards goals and conduct classroom walk-throughs	Principal, Assistant Principal, PD Liaison, Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy PLC	Pathways to the Common Core books	School-Based Budget	$320.00
			Subtotal: $320.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $320.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Given emphasis to student attendance, the average daily attendance rate should be 97.42% or higher, the number of students with excessive absences should not exceed 112, and the number of students with excessive tardies should not exceed 89. This reflects the need to increase .5 percentage points from the current attendance rate reflecting 96.92% and to decrease excessive absences and tardies by 6 from the current level of 118 and by 5 from the current level of 94, respectively.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.92% (522)	97.42% (525)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
118	112
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
94	89

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	Anticipated barriers include the fact that parents are unfamiliar with District policy on attendance. Parents are also unfamiliar with the requirement to arrive on time.	The strategy identified to increase student achievement is the following: Provide incentives, through the "You Are A 'STAR' Student" Program, for students with exemplary attendance, as well as students who come to school on time. Implement the strategies recommended by the N.B.A. (Never Be Absent) Committee to recognize students with perfect attendance, as well those who with "0" tardies.	The persons responsible for monitoring the implementation of this strategy include the members of the Attendance Review Committee and the N.B.A. (Never Be Absent) Committee.	The Attendance Review Committee monitors students' attendance on a monthly basis and conducts conferences with parents regarding excessive absences.	Report of daily attendance rate Report of students with excessive absences

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

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

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

Attendance Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
"You Are A 'STAR' Student" Program	Student Incentives	Dade Partners	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Given emphasis to student suspensions, the number of in-school suspensions should not exceed 0, the number of students suspended in school should not exceed 0, the number of out-of-school suspensions should not exceed 1, and the number of students suspended out-of-school should not exceed 1. This reflects the need to maintain current levels.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

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	Anticipated barriers include the fact that parents are unfamiliar with the Code of Student Conduct. They are not aware of the types of student misconduct that can result in in-school and out-of-school suspensions.	The strategy indentified to increase student achievement is the following: Provide incentives, through the STAR Student Program, to improve student behavior.	The persons responsible for monitoring the implementation of this strategy include the members of the MTSS/RtI Leadership Team, specifically the Principal, Assistant Principal, and Counselor	The MTSS/RtI Leadership Team will utilize the MTSS/RtI problem solving model to determine the effectiveness of the implementation of the selected strategy. Based on the results of ongoing evaluations of the effectiveness of Tier 1 strategies, Tier 2 supplemental intervention and Tier 3 intensive intervention will be coordinated for students with more severe behavior problems.	Incidence and severity of teacher discipline referrals

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
"You Are A 'STAR' Student" Program	Student Incentives	Dade Partners	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A - See Title I PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - See Title I PIP	N/A -See Title I PIP

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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
Use student agendas to facilitate communication between home and school.	Student agendas	EESAC	$2,400.00
Employ Community Involvement Specialist (CIS) to facilitate parental involvement.	CIS services	Title I	$5,000.00
			Subtotal: $7,400.00
			Grand Total: $7,400.00

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:	Our goal is to increase participation in the school-held Science Fair by 10%.

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
	The students have had insufficient opportunities to	Students will participate in ongoing science lab	Administration	Monitor use of Science Lab/ hands-on inquiry-based activities.	Logs and rating scales

1	participate in project-based, scientific inquiry activities	experiments. Students will keep a science journal (I.A.N./ J.O.S.E.) to reflect on their scientific inquiries. Students will participate in the school-held science fair.		Monitor Science Fair participation	Science Fair rubric Student science journals

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 PLC	All Grade Levels/ Science	Science Facilitator	PLC Members	Monthly, September 2012 through May 2013	Analyze results of ongoing assessments to determine progress towards goals and conduct classroom walk-throughs	Principal, Assistant Principal, PD Liaison, Science Facilitator

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities	Science Lab materials and supplies	School-Based Budget	$200.00
			Subtotal: $200.00
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: $200.00

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
Science	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities	Science Lab materials and supplies	School-Based Budget	$200.00
STEM	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities	Science Lab materials and supplies	School-Based Budget	$200.00
				Subtotal: $400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	STAR Math	License	Title I	$850.00
				Subtotal: $850.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Literacy PLC	Pathways to the Common Core books	School-Based Budget	$320.00
				Subtotal: $320.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pull-Out intervention for students in the bottom 25% / ELL subgroup	Hourly Personnel	Title I	$9,000.00
CELLA	ELL Academy	Tutorial Services	Title III	$3,000.00
Mathematics	ELL Academy	Tutorial Services	Title III	$3,000.00
Mathematics	Implementation of Accelerated Math program to facilitate the implementation of differentiated instruction	Paper to print the individualized assignments	School-Based Budget	$1,000.00
Mathematics	Implementation of STAR Math program to facilitate the implementation of differentiated instruction	Toner for printer	School-Based Budget	$300.00
Mathematics	Pull-Out intervention for students in the bottom 25th percentile	Hourly Personnel	Title I	$9,000.00
Attendance	“You Are A ‘STAR’ Student” Program	Student Incentives	Dade Partners	$500.00
Suspension	“You Are A ‘STAR’ Student” Program	Student Incentives	Dade Partners	$500.00
Parent Involvement	Use student agendas to facilitate communication between home and school.	Student agendas	EESAC	$2,400.00
Parent Involvement	Employ Community Involvement Specialist (CIS) to facilitate parental involvement.	CIS services	Title I	$5,000.00
				Subtotal: $33,700.00
				Grand Total: $35,270.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	○	●

Are you a reward school: ● Yes ○ No

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

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase student agendas to facilitate communication between school and home	$2,400.00

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

The Educational Excellence School Advisory Council (EESAC) committee will meet on a regular basis (i.e., every month) to address the following topics: professional development, instructional materials, instructional technology, student support services, discipline and safety concerns, and resource allocation. Most importantly, however, the EESAC is the sole body responsible for final decision-making relating to the implementation of the School Improvement Plan (SIP). To this end, the EESAC will receive reports on the status of the implementation of the current SIP on a regular basis to include the following: (a) formative evaluation will be used to monitor progress towards goal attainment; and (b) the leadership team will meet with the grade levels and with individual teachers throughout the school to discuss benchmarks and student learning gains. From its operating budget, the EESAC will set aside funds to enhance the educational experience of all students. The budget for the 2012-2013 school year is highlighted below.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District
WESLEY MATTHEWS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	88%	94%	73%	345	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	82%	64%			146	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?	73% (YES)	62% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					626	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
WESLEY MATTHEWS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	86%	93%	65%	335	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	62%			133	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?	69% (YES)	54% (YES)			123	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					591	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested