FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WESTSIDE ELEMENTARY SCHOOL

District Name: Hernando

Principal: Nancy Kesselring

SAC Chair: Sarah Johnston

Superintendent: Bryan Blavatt

Date of School Board Approval: 10/18/2012

Last Modified on: 10/20/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

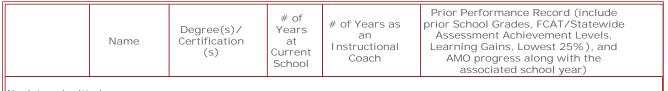| |
|---|
| School Grades Trend Data |
| Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data |
| High School Feedback Report |
| K-12 Comprehensive Research Based Reading Plan |

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, Westside Elementary 2011-2012, B, High Standards Rdg. 54%, Math 42%, Writing, 80%, Science 44%, Learning Gains Rdg. 70%, Math 66%, Lowest 25% Rdg. 78%, Math 65% 2010-2011, B, High Standards Rdg. 77%, Math 76%, Writing 68%, Science 51%, Learning Gains Rdg. 62%, Math 55%, Lowest 25% Rdg. 59%, Math 48%, AYP 85% Assistant Principal,Fox Hollow Elementary in Pasco County 2009-2010, C,High Standards Rdg. 71%, Math 64%, Writing 74%, Science 40%, Learning Gains Rdg. 57%, Math 51%, Lowest 25% Rdg. 43%, Math 52%, AYP 77% 2008-2009, A, High Standards Rdg. 77%, Math 71%, Writing 77%, Science 56%, Learning Gains Rdg.

					Prior Performance Record
Principal	Nancy Kesselring	BA Elementary Education MA Childhood Education Educational Leadership Certification	3	9	69%, Math 60%, Lowest 25% Rdg. 70%, Math 63%, AYP 90% 2007-2008, B, High Standards Rdg. 69%, Math 63%, Writing 73%, Science 36%, Learning Gains Rdg. 55%, Math 61%, Lowest 25% Rdg. 57%, Math 66%, AYP 97% Assistant Principal 2007-2008 J.D.Floyd Elementary, 2006-2007, A, High Standards Rdg. 81%, Math 68%, Writing 87%, Science 60%, Learning Gains Rdg. 76%, Math 60%, Lowest 25% Rdg. 65%, Math 55%, AYP 97% 2005-2006 A,High Standards Rdg. 75%, Math 68%, Writing 77%, Learning Gains, Rdg. 62%, Math 67%, Lowest 25% Rdg.63%, AYP 97% 2004-2005 C High Standards Rdg. 76%, Math 63%, Writing 72%, Learning Gains, Rdg. 63%, Math 47%, Lowest 25% Rdg.49%, AYP 97% 2003-2004 B, High Standards Rdg. 76%, Math 70%, Writing 84%, Learning Gains, Rdg. 70%, Math 85%, Lowest 25% Rdg.47%
Assis Principal	Joyce Lewis	BA Exceptional Student Education MA Educational Leadership	3	3	Assistant Principal, Westside Elementary 2011-2012, B, High Standards Rdg. 54%, Math 42%, Writing, 80%, Science 44%, Learning Gains Rdg. 70%, Math 66%, Lowest 25% Rdg. 78%, Math 65% 2010-2011, B, High Standards Rdg. 77%, Math 76%, Writing 68%, Science 51%, Learning Gains Rdg. 62%, Math 55%, Lowest 25% Rdg. 59%, Math 48%, AYP 85% Elementary Assistant, J.D.Floyd Elementary, 2009-2010, A, High Standards Rdg. 79%, Math 70%, Writing 77%, Science 66%, Learning Gains Rdg. 68%, Math 67%, Lowest 25% Rdg. 65%, Math 72%, AYP 85%

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.

	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)
No data submitted					

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	Recruit from the county on-line recruiting site when positions are available	Principal	Ongoing	Low staff turnover
2	Partner new teachers with veteran staff	Assistant Principal	Ongoing	
3	Professional Development to meet needs of teachers and areas not meeting AMOs	Assistant Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

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
45	0.0%(0)	8.9%(4)	42.2%(19)	48.9%(22)	26.7%(12)	100.0%(45)	15.6%(7)	8.9%(4)	42.2%(19)

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
No data submitted			

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

As a school-wide program, Westside Elementary is dedicated to providing, maintaining, and improving comparable, supplementary Title 1 education services for all of our students. Our Title 1 School Improvement Facilitator and Title 1 Parent Educator regularly collaborate with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted students' success. Westside's Title 1 School Improvement Facilitator and Title 1 Parent Educator also coordinate with Supplemental Education Service (SES) providers to provide free tutoring for our students that scored a Level 1 or 2 in grade 4 and 5 as well as those students in 3rd grade that were retained due to FCAT . Also, through our Title I allocation we are able to provide tutoring for students that may or may not have qualified for the SES Provider tutoring. This program will provide bus transportation home from the Title I Extended Day/After School Tutoring offered on alternate days of the SES Provider tutoring.WES will focus on a specific group of students meeting specific criteria that will be analyzed and reviewed using 2010-11 FCAT data, FAIR, and Performance Matters Assessments. Title 1 (Part A) services at Westside are regularly coordinated with other federally-funded programs and teacher recruitment and retention activities, use of Title II funds to support additional services for our English language learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplementary services for our disabled students (SWDs).(NCLB 1,2,4,6,7,9)

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Westside Elementary will use its 2012-13 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Problem Solving/Response to Intervention, effective differentiation of instruction to address all students' particular needs, and inquiry-based learning. Select Westside teachers will also participate in district-wide Title II-funded professional development programs involving Content Area Reading Professional Development, Creating Independence through Student-Owned Strategies (CRISS), Florida Reading Initiative trainings, Write Traits, and SIM Learning Strategies and Content Enhancement Routines. All Title II-funded professional development programs at Westside were planned to support the district's strategic plan; 2012-13 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives; and our annual Title I school-wide services plan.(NCLB Element 3)

Title III

All of Westside's English language learners (ELLs) are primarily served in mainstream classrooms and receive supplemental services from ESOL lead teachers and paraprofessionals in their mainstream classrooms. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in Westside's mainstream classrooms that serve ELLs and in our ESOL resource rooms. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, and worksheets and computer software packages designed to increase ELLs English and academic proficiencies. Westside's ESOL lead teacher will attend the annual state TESOL conference to acquire training and resources on effective ELL strategies that they can then train Westside's mainstream classroom teachers to incorporate into their lessons. Title III funds will also be used to train Westside's ESOL lead teacher and ESOL paraprofessionals how to better use computer software designed to improve ELL's English and academic proficiencies. Software purchased with Title III funds, like English Discoveries, Orchard, and Rosetta Stone, will be regularly used to supplement mainstream classroom instruction and to increase ELLs academic proficiencies. Title III funds will also provide extended day/year programs for Westside's ELLs; extended day/year programs will be offered to all of Westside's ELL families. Extended day programs for ELLs will meet after school 2-3 days per week; an extended year program for ELLs will be held in June. Transportation home from extended day/year programs will be provided through Title III. Because most of our ELLs are also economically disadvantaged, Title III programs are well coordinated and often seamlessly integrated with Title I (Part A)-funded programs and services.(NCLB Element 9)

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

District Student Services Dept. staff and Westside's guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Westside staff regularly participate in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012-13.(NCLB Element 7)

Nutrition Programs

As part of the district's Food & Nutrition Dept., Westside's cafeteria staff provide balanced, attractive, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Westside's cafeteria staff provide free and/or reduced-price lunches for Westside students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program.

Housing Programs

N/A

Head Start

N/A

Adult Education

The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled

classes are located at all five high schools. Other adult education classes (HEART Literacy) are located at four community(non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

Career and Technical Education

The Hernando County School District uses Carl D. Perkins annual entitlement funds to support (4) high school Career/Technical Education (CTE) Specialists; to purchase and print marketing materials to promote career academies, and other career and technical education programs, to traditional and non-traditional student populations; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The principal will ensure that the school is implementing RtI and conducting the assessments necessary to provide data for the use of data-based decision making at the school level. The assistant principal will meet with the team on a regular basis and ensure that the members of the RtI team are provided with adequate professional development opportunities in the area of Response to Interventions. The school guidance counselor will schedule weekly meetings on an as needed basis ensuring that students in need of interventions are monitored closely throughout the school year. Students in need will be identified by grade-level teams and/or the school based RtI Leadership team. Exceptional Student Educational teachers will meet with the team, collect student data, and collaborate with the general education teachers to integrate core instruction into Tier 3 instruction. Student Services Personnel will work to provide students with services necessary including community agencies. The school assessment teacher will work with teachers individually to assist in data collection, understanding data, and charting data in a way that is understandable and measurable. The assessment teacher will also attend meetings to discuss data and analyze data. The Reading and Math Resource teachers will meet with the RtI team to help identify student needs and develop intervention in the areas of reading and math. The school psychologist will participate in the collection, interpretation, and use of data to support Tier 1, Tier 2, and Tier 3 interventions. Other members of the team will meet with the RtI team on an as needed basis, this includes the School Improvement Facilitator, Behavior Specialist, and the ESOL Lead Teacher. (NCLB Elements 1,8)

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?

School-wide and grade level data will also be reviewed in order to problem solve Tier 1 issues first. The school RtI team will meet on a weekly basis and will review student individual data as well as classroom data. The RtI team will work with classroom and ESE teachers to make instructional decisions and review progress monitoring data. The RtI team will work together to develop interventions for students who are considered at risk for not meeting benchmarks. The team will attend professional development at the district level together and will develop practices to guide the implementation of the RtI model at the school level.

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?

Members of the RtI team met to develop the School Improvement Plan and collaboratively made decisions regarding the implementation of the RtI model. The RtI team analyzed data and determined objectives that would be focused on in the 2012-2013 School Improvement Plan. The RtI team developed action plans relating to the objectives set forth in the plan and will refer to these action plans throughout the course of the 2012-2013 school year. The team will use the Problem Solving process during meetings to review the progress monitoring data for each of the School Improvement Plan goals to see how the strategies are working.

MTSS Implementation

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

The baseline data will be derived from prior year FCAT scores, SAM/Performance Matters Assessments, DWAP and School-

Wide Writing Prompts. Teachers will use FAIR assessment tools to progress monitor students and will use the FAIR assessment to assess students three times throughout the year as required by the state. FCIM mini-assessments will be used to monitor students mastery of benchmarks. Classroom assessments will be used to progress monitor student academic and behavioral goals. Mid-Year progress will be measured by SAM/Performance Matters Assessments, FAIR, DWAP, and School-Wide Writing Prompts. End of the year data will be gathered from FCAT, FAIR, and SAM/Performance Matters Assessments.

Describe the plan to train staff on MTSS.

Westside's staff was trained prior to the start of the 2009-2010 school year on RtI. The professional development focused on the process of RtI and the use of data to determine if interventions put in place are successful. The training also focused on the role of the RtI Team and the classroom teacher. Ongoing professional development continued throughout the 2009-2010, 2010-2011, 2011-2012 school years and will be continued as needed for the 2012-2013 school year in order for the implementation of RtI to be successful.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Nancy Kesselring-Principal, Joyce Lewis-Assistant Principal, Debbie Pepin-Reading Resource Teacher, Carrie LaBarge-School Improvement Facilitator, Brenda Mercer-Assessment Teacher, Don Troyan-Math Resource Teacher, Katrina Warsick-Guidance Counselor, Rachel Smith-School Psychologist

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

The Literacy Leadership Team (LLT) will meet monthly to examine the quality of literacy instruction and level of student progress being made at Westside Elementary. Participants will share areas of strength and concerns based on data analysis. As a team, the members of the LLT will collaborate to problem solve possible implications for areas of concern, as well as work with District Reading Coaches to develop strategies to increase the effectiveness of literacy instruction. Furthermore, the LLT will review the school's implementation of identified literacy goals from the School Improvement Plan (SIP), and provide feedback to team members to ensure that cohesive and consistent literacy practices are being implemented across Westside Elementary.

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

The major initiatives this year will be founded on the strategic implementation of literacy goals as communicated in the School Improvement Plan (SIP). These include: The implementation and monitoring of school-wide independent reading with a focus on vocabulary and comprehension, developing and exploring additional strategies to enhance reading skill instruction and best practices in the classroom, and examining and monitoring of vocabulary building practices.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/21/2012)

*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.

Westside Elementary School provides a day and evening orientation in the Spring for parents of children who will attend Kindergarten in the fall. We call this our "Kindergarten Round-Up". Stations are set up with our Kindergarten teachers at each station: Capital/Lower Case Letters; Auditory Awareness; Color/Shape Recognition; Number Recognition; and, a Fine Motor (here students will be given scissors to use) Station. Parents are given a packet of materials to use over the summer to help

their child prepare for school in the Fall. We also invite Florida Diagnostic & Learning Resources to screen any children for specific needs.

At the the beginning of the year, social skills are covered during the day in each class as necessity dictates as well as being more specifically addressed by Guidance once per week.

Our ESE Pre-K students who will be moving to Kindergarten are acclimated at the end of the school year prior to starting kindergarten by visiting/attending a kindergarten room on a regular basis.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring Level 3 on the 2013 FCAT Reading will increase 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (82 out of 264) of students scored Level 3 in grades 3-5 on the 2012 FCAT.	38% (102 out of 268)of students in grades 3-5 will score Level 3 or above on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional opportunities for instruction in and practice of higher order thinking skills.	Teachers will provide opportunities for instruction in and practice of higher order thinking skills during independent literacy centers using supplemental reading materials and differentiated instruction. Students will attend SuccessMaker 5 lab daily.	Reading Resource Teacher Administration Classroom Teachers School Based Leadership Team	Teachers will analyze formal and informal assessment data on an ongoing basis with Reading Resource Teacher. FAIR data and weekly Progress monitoring will take place during biweekly Data Chats. Schoowide ROAR (Intervention/Enrichment) groups will monitor progress using PMRN, Classroom Walkthroughs by Administration.	FAIR,FCIM, FCAT, Treasures Weekly and unit assessments Teacher Observation Informal Assessments PMRN Teacher Data Binders
2	Students lack extensive vocabulary knowledge.	Students will create vocabulary journals based on daily independent reading of leveled texts with specific feedback from the teacher on a weekly basis. Utilize projector during lunch periods to enhance vocabulary words across the curriculum. Daily exposure to vocabulary words of the day.	Classroom Teachers Assistant Principal	Teachers will review weekly vocabulary assessment data and journal entries biweekly.	FCAT weekly assessments, Teacher observations,FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:	Identify and continue enhancing curriculum opportunities for students identified as high achieving to increase percentage of students' FCAT performance in levels 4 and 5 to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (61out of 264)of WES students scored levels 4 and 5 in Reading.	31% (83 out of 268)of WES students will score FCAT levels 4 and 5 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of challenging, hands-on, independent curriculum materials to support existing reading series.	Upper level FCCR activities will be utilized in Literacy Centers. Use Accelerated Reader program to motivate students and promote reading school-wide. Offer individualized activities in the SuccessMaker 5 lab/classrooms. Use Kagan strategies for differentiating instruction in the classroom.	Administration, Lab Manager , Assessment Teacher Classroom Teachers	Monitor FAIR and Success Maker data Monitor AR usage	FCAT FAIR Success Maker PMRN AR

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:	WES will show a 3 percentage point increase in students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (125 out of 187) of WES students made learning gains in Reading.	70% (121 out of 173) of WES students will make learning gains in Reading.

<center>Problem-Solving Process to Increase Student Achievement</center>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of comprehension skills and background knowledge.	Daily use of the SuccessMaker 5 lab. Schoolwide ROAR (intervention)to address individual needs. Use of FCIM mini lessons. Use FCAT Explorer in classrooms and encourage home usage.	Administration Classroom Teachers Reading Resource teacher	Monitor FAIR and Success Maker data on an ongoing basis Monitor FCIM results and FCAT Explorer usage.	FCAT FAIR FCIM Success Maker Classroom Walkthroughs

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:

<center>Problem-Solving Process to Increase Student Achievement</center>

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:	Percentage of students in the lowest 25% making learning gains will increase from 72% (34 out of 47) to 75%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	72% (34 out of 47)of WES students in the lowest 25% made learning gains in reading.	In 2013, 75% (57 out of 76) of WES students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered the foundational reading skills necessary to read well on their own.	Differentiated instruction in classroom. Daily use of the SuccessMaker 5 lab. Schoolwide ROAR (intervention)to address individual needs. Use of FCIM mini lessons. Use of FCAT Explorer. Reading Resource Teacher will reinforce comprehension & phonics skills.	Administration Reading Resource Teacher Classroom Teachers Lab Manager	Monitoring of FAIR, Success Maker 5 data and Reading Resource room logs. Ongoing Progress Monitoring.	FCAT Success Maker 5 data Ongoing Progress Monitoring data FAIR PMRN

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Westside will increase the percentage of students who are proficient in Reading from 57% (224 out of 393) to 79% by 2016-2017 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54% (159/295)	64%	68%	71%	75%	

	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:	The percentage of white, black, Hispanic and Asian students scoring level 3 or above on FCAT Reading will increase 6 percentage points.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	55% (114 out of 207)of the white student subgroup, 57% (8 out of 14)of the Black student subgroup, 50% (14 out of 28) of the Hispanic student subgroup, and 75% (3 out of 4) of the Asian student subgroup achieved proficiency level 3 or above.	61% (125 out of 205)of the white student subgroup, 63% (12 out of 19)of the black student subgroup, 56% (18 out of 33) of the Hispanic student subgroup, and 81% (2 out of 3) of the Asian student subgroup will achieve proficiency level 3 or above.

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of foundational reading skills and background knowledge.	Reading Resource teacher provides additional instruction throughout the day. Use of Successmaker 5 Lab/classroom. Schoolwide ROAR (intervention time) will also be used. Support staff will conduct small group instruction (teacher directed).	Classroom teachers Reading Resource teacher and support staff	Monitor Teacher data binders Monitor FAIR and classroom assessments	FAIR PMRN FCIM Classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	WES will reduce by 3 percentage points (75% - 17 out of 23) the number of students not making satisfactory progress in reading based on CELLA
2012 Current Level of Performance:	2013 Expected Level of Performance:
WES had 78% (18 out of 23) students not making satisfactory progress in reading based on CELLA.	WES will have 75% (17 out of 23) students not making satisfactory progress in reading based on CELLA.

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	Opportunities for listening and speaking are not abundant during core classes	Teachers will utilize ELL strategies to provide students multiple listening and speaking opportunities during core classes	Classroom Teachers	Walkthroughs	PD 360 Evaluation data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of Students with Disabilities scoring level 3 or above on FCAT Reading will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (19 out of 23) of the students with disabilities did not score level 3 or above.	20% (5 out of 24) of the students with disabilities will score level 3 or above.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers utilizing differentiated instruction with fidelity during reading block	Reading Resource teacher will model the use of differentiated instructional materials and strategies that are	Administration Reading Resource Teacher	Reading Lesson plans will be monitored on a regular basis. Walkthroughs during Reading Block will show instruction being	Walkthrough documents, FCIM, Performance Matters

		available through the Treasures Reading series		differentiated.	assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged WES students not making satisfactory progress in reading will decrease 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (98 out of 206) of Economically Disadvantaged students scored level 1 or 2 on FCAT Reading.	45% (82 out of 182) of Economically Disadvantaged students will score 1 or 2 on FCAT Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of phonics and comprehension skills, and background knowledge.	Use Reading Resource room throughout the day. Schoolwide ROAR (enrichment/intervention time) will also be used. Support staff will conduct small group instruction (teacher directed). Extended Day tutoring.	Administration Reading Resource Teacher Classroom teachers Lab Manager	Frequent monitoring of FAIR, Success Maker data. Ongoing Progress Monitoring.	FCAT Pearson SuccessMaker data Ongoing Progress Monitoring FAIR data
2	Lack of fluency, decoding, vocabulary, and comprehension skills	Offer all students in this area an opportunity to attend the After School/Extended Day Tutoring at WES to begin no later than January, 2013	School Improvement Facilitator,Pearson Lab Manager, WES After School/Extended Day Tutors, Assessment Teacher, Administration	Monitoring of FAIR, SuccessMaker, Pre and Post Great Source Tutoring Curriculum, Administration	FCAT SuccessMaker FCIM

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding the needs of Economically Disadvantaged students	PK-5/Reading	Administration	Reading Resource Teachers District Reading Coaches	Monthly meetings	Meeting notes from discussion	Administration
Skill-based reading strategies	K-5 Reading	Reading Resource Teacher Team Leaders	Schoolwide	Bi-weekly	Informal Observations Teacher Reflection	Reading Resource Teacher Literacy Leadership Team
Common Core Standards	K-5 Reading	Reading Resource Teacher Team Leaders School Based	Schoolwide	Monthly meetings	Administration Walk-throughs	Administration School Based Leadership Team

	Leadership Team Administration				

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	Online access	School discretionary	$3,000.00
Title 1 Extended Day program	Teachers to staff and materials for student use for after-school program	Title I	$2,000.00
Title 1 Extended Day program will provide bus transportation home for students	Hernando County School buses and drivers	Title I	$1,375.00
			Subtotal: $6,375.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Pearson Success Maker Software	Pearson Digital Learning, Success Maker	Title 1	$1,500.00
			Subtotal: $1,500.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Professional Development on Higher Order Thinking skills, Text Complexity, Gradual Release Model, Common Core Standards, Essential Questions	District Reading Coaches	Title II funds	$3,000.00
			Subtotal: $3,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title 1 Reading Resource teacher to work with struggling readers	Reading Resource Teacher	Title 1	$65,000.00
Pearson Digital Learning Lab Manager for technical support and generating grade level and schoolwide reports of students using the lab	Pearson SuccessMaker lab manager	Title I	$17,500.00
			Subtotal: $82,500.00
			Grand Total: $93,375.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from 48% in 2011-12 school year to 77%.
2012 Current Percent of Students Proficient in listening/speaking:	
WES had 48% (11 out of 23) of ELL students scoring proficient in listening/speaking.	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High number of students in a large number of classrooms with limited personnel.	Review classroom rosters to group students Encourage students to attend ESOL Extended Day program beginning in October.	Administration ESOL Lead Teacher	Monitor weekly grades FAIR scores, and FCIM scores	FAIR FCIM CELLA Extended Day Post test
2	Opportunities for listening and speaking are not abundant during core classes	Teachers will utilize ELL strategies to provide students multiple listening and speaking opportunities during core classes	Classroom Teachers	Walkthroughs	PD 360 evaluation data

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 22% in 2011-12 school year to 63%.
2012 Current Percent of Students Proficient in reading:	
WES had 22% (5 out of 23) of ELL students scoring proficient in reading.	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High number of students in a large number of classrooms with limited personnel available.	Review classroom rosters to group students. Encourage students to attend ESOL Extended Day program beginning in October. Students will participate in ROAR (schoolwide intervention time).	Administration ESOL Lead Teacher Classroom teachers	Monitor weekly grades, FAIR and FCIM scores.	FAIR FCIM CELLA Extended Day post test
2	Lack of training for mainstream teachers	Professional development will be provided by ESOL lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction and effective strategies in reading.	ESOL lead teacher	Conferencing and planning	Lesson Plans

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 17% in 2011-12 school year to 65%.
2012 Current Percent of Students Proficient in writing:	

WES had 17% (4 out of 23) of ELL students scoring proficient in writing.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High number of students in a large number of classrooms with limited personnel.	Review classroom rosters to group students. Encourage students to attend ESOL Extended Day program beginning in October.	Administration ESOL Lead Teacher	Monitor weekly grades DWAP for grades 2-5	CELLA Extended Day post test DWAP scores
2	Lack of training	Professional development will be provided by the ESOL lead teacher to mainstream classroom teachers focusing on best practices, targeted instruction and effective strategies in writing	ESOL lead teacher	Conferencing and planning	Lesson Plans

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplement materials in the mainstream	"News for You", IDEA materials, leveled readers, bilingual dictionaries, and audio readings	District Title III	$9,385.00
		Subtotal: $9,385.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Supplement materials in the mainstream	Rosetta Stone and/or Orchard Software	District Title III	$11,950.00
		Subtotal: $11,950.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training for Best Practices	ESOL lead teachers provide training for core content teachers	District Title III	$2,700.00
		Subtotal: $2,700.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Extended Day Programs	Hourly pay for teachers	District Title III	$44,209.55
		Subtotal: $44,209.55	
		Grand Total: $68,244.55	

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:	WES will have an 8 percentage point increase in those students achieving a level 3 on the 2012-2013 FCAT Mathematics subtest.
2012 Current Level of Performance:	2013 Expected Level of Performance:
WES had 25% (65 out of 264) of students in grades 3-5 achieving FCAT level 3.	33% (88 out of 268) of students in grades 3-5 will score FCAT level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fidelity with Pearson products and resources which include EnVision, Investigations, and online site. Use of site, SuccessNet is limited.	Provide professional development training on resources available with EnVision and Investigations. Math Resource Teacher will do modeling and teaming with teachers.	School Administration, Assessment Teacher, SBLT Team, Math Resource Teacher Team Leaders DIST	Data will be monitored throughout the weekly school-based data, SBLT meetings and grade level data meetings. Lesson Plan reviews and classroom observations	Ongoing Performance Matters progress monitoring assessments, FCAT data/results and benchmarks
2	Lack of higher order questioning required for FCAT 2.0 through Next Generation Sunshine State Standards with blending of Common Core Standards.	Provide FCIM mini-lessons daily, use of LCD projector during lunch block. Learning communities unpacking standards and awareness of test specifications	SBLT, Math Resource teacher, Assessment teacher	Bi-weekly Twofold data meetings, Grade level meetings, Weekly FCIM assessments	Compiled FCIM assessment data, Performance Matters, FCAT 2.0 benchmark data

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

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:	20% (54 out of 268) of the students will score above proficiency with a Level 4 or 5 on the Math FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (45 out of 264) of WES students scored levels 4 and 5 in Math	20% (54 out of 268) of WES students scoring FCAT levels 4 and 5

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Emphasis on the lowest quartile learners may result in less focus on growth of the high level learning students	Teachers will use Higher Order Thinking Skills and questions Use FCAT Explorer Review Danielson's differentiated instruction strategies and EnVision differentiated lesson components	Math Resource Teacher Assessment Teacher, Administration	Monitor Performance Matters and Pearson SuccessMaker data and topic assessments.	FCAT, Performance Matters SuccessMaker

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. Mathematics Goal #3a:	WES will show a 4 percentage point increase in students making learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	62% (117 out of 187) of WES students made learning gains in Math.	66% (114 out of 173) of WES students making learning gains in Math.

	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	Lack of a deeper conceptual understanding of NGSSS and blending of Common Core Standards Available instructional resources not being used effectively.	Accelerated FCIM daily lessons, pre & post Topic testing to ensure that needs are met with both remediation and enrichment, built into lesson. Students maintain math vocabulary and "how-to solve" pages with journal writing	Math Resouce Teacher, Principal, Assistant Principal Classroom Teachers	Monitor Performance Matters and Pearson SuccessMaker data, Topic assessments	FCAT FCIM Performance Matters SuccessMaker

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:	Percentage of students in lowest 25% making learning gains will increase from 61% to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (30 out of 49) of WES students in the lowest 25% made learning gains in Math.	In 2013, 65% (64 out of 98) of students in the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Lack of time for	Provide options for	Math Resource	Monitor Performance	FCAT

1	collaborative planning and professional development on alternative strategies for low performing learners	material use to tier 2 and 3 RtI students. Daily math board or problem of the day for student conceptual understanding. Provide professional development for use of Performance Matters data and how to implement best practices for scaffolding low performers	Teacher, Assessment Teacher, Principal Assistant Principal	Matters and Success Maker data, topic assessments	FCIM Performance Matters Success Maker
2	Lack of computation skills with no fluency of math facts	Math resource groups will perform Number Sense/ computation through conceptual learning for understanding procedures. Internet-based math fact progression site practiced for fluency	Assistant Principal, Assessment teacher Math Resource Teacher	Documentation logs, fact site reports used for collective data, Team Accelerated Instruction assessment logs	Team Accelerated Instruction, Xtramath data reports

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 # Westside will increase the percentage of students who are proficient in Math from 53% (209 out of 394) to 77% by 2016-2017. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42% (123/294)	61%	65%	69%	73%	

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:	The percentage of subgroup students not making satisfactory progress in mathematices will decrease by 3% in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 56%(115/207), Black: 57% (8/14), Hispanic: 79% (22/28) Asian: 25% (1/4)	White: 53% (109/205), Black: 54% (10/19), Hispanic: 76% (25/33) Asian: 22% (1/3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers utilizing adopted and district provided math resources with fidelity.	Math Resource teacher will model lesssons and strategies for teachers at each grade level	Administration Math Resource teacher	Monitoring of Performance Matters and Pearson lab data	Performance Matters FCIM Pearson Lab results

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:	WES will increase by 8 percentage points the number of students making satisfactory progress on the Math FCAT

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	WES had 30% (2 out of 8) make satisfactory progress on the Math FCAT.	WES will have 38% (3 out of 7)making satisfactory progress on the Math FCAT.

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	Instruction does not incorporate the use of ESOL strategies	Utilize instructional materials included in the adoption that support ELL students	Classroom Teachers	Walkthroughs	PD 360 observation data Lesson Plans

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:	The percentage of students with disabilities not making satisfactory progress in mathematics will decrease by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%(21 out of 23) did not make satisfactory progress in mathematics.	15% (4 out of 24) of the students with disabilities will score level 3 or above.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers utilizing differentiated instruction with fidelity during Math block.	Math Resource teacher will model usage of differentiated instructional materials that are available with the EnVision Math series	Math Resource Teacher Administration	Math Lesson Plans will be monitored on a regular basis. Walkthroughs during Math block will show instruction being differentiated.	Walkthrough documents FCIM Performance Matters assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of Economically Disadvantaged students scoring level 3 or above on FCAT Math will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (189 out of 286) Economically Disadvantaged students scored level 1 or 2 on FCAT Math.	69% (155 out of 224)Economically Disadvantaged students will score level 3 on FCAT Math.

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

	Teachers utilizing standard driven and inquiry-based instructional strategies.	Math Resource teacher will model the use of standard driven lesson plans and inquiry based lessons.	Math Resource Teacher Administration	Administration will monitor lesson plans and do walkthroughs to monitor use of inquiry-based instructional strategies.	Lesson Plans Performance Matters results
1					

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
Ongoing professional development will be provided to assist teachers in utilizing the enVision Mathematics series.	Grades K - 5	Math Resource Teacher Administration Assessment Teacher	Classroom teachers by grade level	Monthly during Twofold planning times	Administrative walkthroughs Modeling and co-teaching by the Math Resource Teacher	Administration Math Resource Teacher
Implemention of Common Core and Blended Standards	Grades K - 5	District Math Department Math Resource Teacher Administration	K - 5 Classroom teachers	Throughout the school year as scheduled by district	Admistrative walkthroughs Math Resource Teacher modeling and co-teaching	Administration Math Resource Teacher

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Title 1 Extended Day program	Teachers and materials for student use for after school program	Title 1	$2,000.00
		Subtotal: $2,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Pearson SuccessMaker Software	Pearson Digital Learning, Success Maker	Title 1	$1,500.00
		Subtotal: $1,500.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards Training	District Math Department	District Funds	$7,000.00
		Subtotal: $7,000.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title 1 Math Resource teacher to work with struggling students	Math Resource Teacher	Title 1	$65,000.00
Pearson Digital Learning Lab Manager for technical support and generating grade level and schoolwide reports of students using the lab	Pearson SuccessMaker Lab Manager	Title 1	$17,500.00
		Subtotal: $82,500.00	
		Grand Total: $93,000.00	

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of WES students scoring level 3 on the 2012 FCAT will increase by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(35 out of 103) of WES students scored Level 3 on the 2011 FCAT.	At least 38% (34 out of 89) of WES students will score Level 3 on the 2011 FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time in master schedule for Science instruction	Require individual science fair project for all students in Grades 3-5 and Class Project for K-2 that applies the scientific method . Develop Science centers to be during reading in Grades K - 5. Provide information for online inservice opportunities in Science connecting with implementation of the new Science series. Use inquiry based instruction and do investigative SUMS labs	Administration Classroom teachers	Monitor Performance Matters data Monitor Science Fair results	Performance Matters FCIM - 5th grade District Science Fair Rubric Classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:	WES will increase the percentage of students scoring levels 4 and 5 to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for 2012 is 10% (10 out of 103) of WES students scoring levels 4 and 5.	The expected level of performance for 2013 FCAT is 19% (17 out of 90) of WES students scoring levels 4 and 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite skills	Require individual science fair project for all students in Grades 3-5 and Class Project for K-2 that applies the scientific method . Develop Science centers to be used during reading in Grades K - 5. Use inquiry based instruction and do investigative SUMS labs.	Classroom Teachers Administration	Monitor Performance Matters data Monitor Science Fair results	FCAT FCIM - Grade 5 Performance Matters Data Science Fair results

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

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 Fusion instructional materials	K-5 Classroom teachers	Team Leaders	Classroom teachers	Twofold Planning twice a month	Walkthroughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Fair Coordinator to meet with Grade levels		District Science Funds	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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:	83% of WES students will score 3 or higher on the FCAT writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | 80% (71 out of 89) of WES students achieved a 3 and above on FCAT writing. | 83% (69 out of 83) of WES students will achieve a 3 and above on FCAT writing. |

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge on the parts of an essay.	Melissa Forney training for Grades 2-4.	Melissa Tomlinson	Teachers will monitor student writing samples to identify increases in vocabulary.	Monthly Writing assessment DWAP
2					
3					

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
Melissa Forney Writing Training	Grades 2 through 4 Writing	Melissa Forney Melissa Tomlinson	Grades 2 through 4 Classroom Teachers	1 full day training in the Fall semester	Lesson Plans for writing will be monitored on a regular basis Schoolwide writing scores will be monitored	Administration Melissa Tomlinson

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	WES will have at least a 1 percentage point increase in daily attendance.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
WES average daily attendance for 2012 was 94%.	WES will show average daily attendance increased to at least 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
WES had 236 students with excessive absences.	The number of WES students with excessive absences will decrease by at least 10.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
WES had 137 students with excessive tardies.	The number of WES students with excessive tardies will decrease by at least 5.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parents' lack of	Increase parent	Classroom	Monitoring the number	Monthly tardy

| 1 | understanding of the impact that attendance and tardies have on school success. | understanding of the impact that attendance and tardies have on school success by increasing communication between school and home through the Principal's Newsletter monthly and phone calls on a regular basis. Weekly announcements to all students and staff of the attendance rate by grade level. Postin g attendance data in the cafeteria. | teachers Administration Data Entry Secretary | of students who are absent or tardy daily. | and attendance reports. |

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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:	WES suspensions will decrease by 1 percentage point.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
WES had 77 In-School Suspensions in 2012.	WES In-School Suspensions will decrease by 1 percentage point.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
WES had 36 students suspended in school.	WES in-school suspensions will decrease by 1 percentage point.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
WES had 11 Out-of-School Suspensions in 2012.	WES Out-of-School Suspensions will decrease by 1 percentage point.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
WES had 11 students suspended out of school in 2012.	WES students suspended out of school will decrease by 1 percentage point.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not provided direct instruction in behavioral expectations and/or positive behavior reinforcement for appropriate behavior.	Plan motivational strategies for the classrooms to reward positive behavior. Teach behavioral expectations. Teachers will record behavior points daily and turn charts in weekly.	Administration School Based Leadership Team	Monitor Data Entry reports monthly, comparing last year's suspensions to current year.	TERMS ISS and OSS data Behavioral Data Charts

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase Parental Involvement for the 2012-13 school year based on ALL activities, parent workshops, and community/business partner activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Based on class sign in sheets, 33% (306) of WES parents indicated they had attended the Title I annual meeting in 2011-12 and did have knowledge of the academic opportunities that Title I offered for WES students at school, including parental assistance at home.	35% of WES parents will indicate an increase of attendance at the Title 1 annual meeting through class sign in sheets and the Title I Response Form, thus indicating they have received information concerning resources WES offers students both in school and at home with parental assistance to further their academic opportunities.
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	Transportation, other commitments, work schedules and possible apprehension of importance of parent involvement in school activities.	Parents will be invited to participate in a series of parental involvement workshops and community /business partner activities at a variety of different times and days throughout the year to accommodate various parent schedules. Global Messaging system and personal phone calls (as time allows) to encourage parental participation and make parents feel more welcome.	Title I Parent Educator and Title I School Improvement Facilitator	Analyze the Building Capacity and comparison of participation from the 2011-12 school year to determine effectiveness.	Employee Evaluation Form and Capacity Building Report form.

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
Effective Parent Teacher Conferences. Focus on DOMAIN 4 as it pertains to Parental Involvement.	K-5th grade	Title I Parent Educator and Title I School Improvement Facilitator	School Wide Presentation through PLC sessions	Within the first 9 weeks of school	Teachers will be required to turn in documentation for parent contact as well as Title I School Compacts for completion. Sign in sheets indicating classroom teacher will be tallied to determine the level of teacher's promotion of activities. Domain 4 will also be assessed by administration for the teacher evaluation.	Administration, Title I Parent Educator and Title I School Improvement Facilitator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hiring of Parent Educator	Salary	Title 1	$35,028.18
			Subtotal: $35,028.18
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: $35,028.18

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:	Increase of Science instruction and student performance in FCAT Science for 5th grade by 3 percentage points. Current performance in 2012 was 44% (45 out of 103). WES will also increase the Science instruction in grades 3-5.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient time in daily schedule due to other core curriculum mandates. Fidelity of instruction at scheduled Science time. Difficulty incorporating Science in other core subjects.	Assist teachers in integration of Science in other core curriculum subjects. Walkthroughs to offer PD through PD360 to teachers that are having difficulty integrating Science into other core curriculum areas.	Administration SBLT	Performance Matters benchmark test(2 per year) to disaggregate areas of weakness .	Walkthroughs and Performance Matters assessments

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Online access	School discretionary	$3,000.00
Reading	Title 1 Extended Day program	Teachers to staff and materials for student use for after-school program	Title I	$2,000.00
Reading	Title 1 Extended Day program will provide bus transportation home for students	Hernando County School buses and drivers	Title I	$1,375.00
CELLA	Supplement materials in the mainstream	"News for You", IDEA materials, leveled readers, bilingual dictionaries, and audio readings	District Title III	$9,385.00
Mathematics	Title 1 Extended Day program	Teachers and materials for student use for after school program	Title 1	$2,000.00
Parent Involvement	Hiring of Parent Educator	Salary	Title 1	$35,028.18
				Subtotal: $52,788.18

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pearson Success Maker Software	Pearson Digital Learning, Success Maker	Title 1	$1,500.00
CELLA	Supplement materials in the mainstream	Rosetta Stone and/or Orchard Software	District Title III	$11,950.00
Mathematics	Pearson SuccessMaker Software	Pearson Digital Learning, Success Maker	Title 1	$1,500.00
				Subtotal: $14,950.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Professional Development on Higher Order Thinking skills, Text Complexity, Gradual Release Model, Common Core Standards, Essential Questions	District Reading Coaches	Title II funds	$3,000.00
CELLA	Training for Best Practices	ESOL lead teachers provide training for core content teachers	District Title III	$2,700.00
Mathematics	Common Core State Standards Training	District Math Department	District Funds	$7,000.00
Science	Science Fair Coordinator to meet with Grade levels		District Science Funds	$1,000.00
				Subtotal: $13,700.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Title 1 Reading Resource teacher to work with struggling readers	Reading Resource Teacher	Title 1	$65,000.00
Reading	Pearson Digital Learning Lab Manager for technical support and generating grade level and schoolwide reports of students using the lab	Pearson SuccessMaker lab manager	Title I	$17,500.00
CELLA	Supplemental Extended Day Programs	Hourly pay for teachers	District Title III	$44,209.55

Mathematics	Title 1 Math Resource teacher to work with struggling students	Math Resource Teacher	Title 1	$65,000.00
Mathematics	Pearson Digital Learning Lab Manager for technical support and generating grade level and schoolwide reports of students using the lab	Pearson SuccessMaker Lab Manager	Title 1	$17,500.00

Subtotal: $209,209.55

Grand Total: $290,647.73

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment

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
Sunshine State Readers for 3rd - 5th grade classes	$500.00
Positive Behavior incentives	$500.00
Stident Incentives for Principal's List & Honor Roll	$1,000.00

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

The School Advisory Council (SAC) has an important function for the success of Westside Elementary School. Listed below are some of the functions of the School Advisory Council:
* Reach out to the community to obtain more partners
* Review school data on a monthly basis
* Support school functions such as FCAT Family Night

AYP DATA

SCHOOL GRADE DATA

No Data Found

Hernando School District
WESTSIDE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	76%	68%	51%	272	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	55%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	48% (NO)			107	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					496	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Hernando School District
WESTSIDE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	79%	79%	53%	289	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	61%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	57% (YES)			109	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					521	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested