FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WEST GATE K-8 SCHOOL

District Name: St. Lucie

Principal: Mr. Robert Cranmer

SAC Chair: Shaniek Maynard

Superintendent: Mr. Michael Lannon

Date of School Board Approval: October 9, 2012

Last Modified on: 10/17/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mr. Robert Cranmer	Educational Leadership, Elementary Education 1-6, ESOL	7	20	2007-08 School Grade = A, 544 points 2008-2009 School Grade = A, 568 points 2009-2010 School Grade = A,559 points School has not met AYP 4 years (Prevent II) 2010-2011 School Grade = A,576 points School has not met AYP 5 years (Correct II) 2011-2012 School Grade= A, 622 points (Reward School)
Assis Principal	Ms. Cassie Elliston	English 6-12 School Principal	7	13	2007-08 School Grade = A, 544 points 2008-2009 School Grade = A, 568 points 2009-2010 School Grade = A,559 points School has not met AYP 4 years (Prevent II) 2010-2011 School Grade = A,576 points School has not met AYP 5 years (Correct II) 2011-2012 School Grade= A, 622 points (Reward School)
		Bachelor in Elementary			

Assis Principal	Mrs. M. Cristina Noya	Ed/Bilingual Ed (Double Major) 1-6 Master in Education (Elementary/Bilingual Ed/Double Masters 1-6 Educational Specialist Degree (Computer Science, In-Field) Educational Leadership Administration K-12 ESOL Endorsement	4	13	2007-2008 Fort Pierce Westwood High School-St. Lucie D-C School penalized for lowest 25%. 2008-2009 Fort Pierce Westwood D-D 2009-2010 West Gate K-8 =A, 559 School has not met AYP 4 years (Prevent II) 2010-2011 School Grade = A,576 points School has not met AYP 5 years (Correct II) 2011-2012 School Grade= A, 622 points (Reward School)

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)
N/A	N/A	N/A			N/A

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	Only rehire Highly Qualified Teachers	Principal	August 2012	
2	Develop positive professional relationships that support their work in education.	Principal	Ongoing August 2012 – June 2013	
3	Encourage them to participate in professional development to keep their knowledge and skills current.	Principal	Ongoing August 2012 – June 2013	
4	Appoint them to leadership positions in the school and district to reinforce their significance	Principal	Ongoing August 2012 – June 2013	
5	Regular meetings with Principal/Assistant Principals	Principal/Assistant Principals	Ongoing August 2012 – June 2013	
6	Partnering new faculty with veteran staff (Mentee/Mentor)	Assistant Principals	Ongoing August 2012 – June 2013	
7	Shared Leadership and Decision Making Models that encourage Leadership development of Key Instructional Staff	Principal/Assistant Principals	Ongoing August 2012 – 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

NONE	Not Applicable

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
91	4.4%(4)	27.5%(25)	37.4%(34)	29.7%(27)	20.9%(19)	81.3%(74)	4.4%(4)	4.4%(4)	62.6%(57)

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 Buhl	Amanda Bean 1st Year Teacher	Mrs. Buhl is a K teacher and has been at West Gate many years. She will be able to assist Ms. Bean because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations. .
Kelly Avilla	Christopher Edgecombe 1st Year Teacher	Mrs. Avilla is the Mathematics Department chair, National Board certified and has been a teacher for approximately 10+ years. She will be able to assist Mr. Edgecombe because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.
David Nash	Jessica Stott 1st Year Teacher	Mr. Nash is the Team Leader for 5th grade, and has been a teacher for approximately 10+ years. He will be able to assist Mrs. Stott because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.
Lisa Hamilton	Lisa Wiedrick Returning Teacher-Considered 1st Year Teacher	Ms. Hamilton has been a teacher for approximately 10+ years. She will be able to assist Mrs. Wiedrick because of close proximity.	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will

		Shared Curriculum	include ongoing collegial conversations.
Anita Downing	Marta Almiron 2nd Year Teacher	Ms. Downing has been a teacher for approximately 10+ years. She will be able to assist Mrs. Almiron because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.
Sean Lynch	Kimberly Demet 1st Year Teacher	Mr. Lynch and has been a teacher for approximately 20+ years. He will be able to assist Mrs. Demet because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.
Kelly Avilla	Nicole LaSasso 2nd Year Teacher	Mrs. Avilla is the Mathematics Department chair, National Board certified and has been a teacher for approximately 10+ years. She will be able to assist Mrs. LaSasso because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.
Michael Coughlin	Devin Malloy 2nd Year Teacher	Mr. Coughlin is an ESE Teacher and has been a teacher for approximately 10+ years. He will be able to assist Mr. Malloy because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.
Jessica Berggren	Dawn Mealing 2nd Year Teacher	Ms. Berggren has been a teacher for approximately 10+ years. She will be able to assist Mrs. Almiron because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.
Paulette Clee	Catherine Palmer 1st Year Teacher/Temporary Assignment 2011-2012.	Ms. Clee has been a teacher for approximately 10+ years. She will be able to assist Mrs.Palmer because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.

Deborah Schremmer	Kimberly Rappuhn 2nd Year Teacher	Ms. Schremmer has been a teacher for approximately 10+ years. She will be able to assist Mrs.Rappuhn because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.
Jessica Berggren	Cynthia Rodriguez 2nd Year Teacher	Ms. Berggren has been a teacher for approximately 10+ years. She will be able to assist Mrs. Rodriguez because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.
Elaine Kawa	Kelsey Schumacher 2nd Year Teacher	Ms. Kawa has been a teacher for approximately 30 years. She will be able to assist Mrs. Rodriguez because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.
JoAnne McLaughlin	Margee Young 2nd Year Teacher	Ms. McLaughlin has been a teacher for approximately 25+ years. She will be able to assist Mrs. Rodriguez because of close proximity. Shared Curriculum	Twice monthly meetings with administrator, national board certified teachers, mentors and The district liaison. In addition, Mentors will give 6-8 hours of Support monthly. It will include ongoing collegial conversations.

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

Not Applicable

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

Not Applicable

Nutrition Programs

Not Applicable

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Team will consist of the general education teachers, exceptional education teachers, site based administrators, school psychologist, counselor, other student service personnel, occupational therapist, and the speech/language pathologist.

Robert Cranmer, Principal: Provides the instructional leadership that ensures the commitment to data-driven decision making, strategic planning, and the effective implementation of the Florida Continuous Improvement Model. The principal also insures the implementation of the RtI and provides the necessary development to insure its success.

Cassie Elliston and Maria Crisitna Noya, Assistant Principal(s): Facilitates the effective implementation of the goals and objectives delineated by the principal.
They ensure that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional
staff.

Debra Hackett, Laura Fort, ESE Specialists: Provide guidance for SWD teacher, students, and families to support their academic and social development. She facilitates the monitoring and maintaining of all documentation and professional growth activities related to Exceptional Student Education.

Rose Wong, Guidance Counselor; Julie Gibson, Guidance Counselor; Narvelene Lucas, Dean; Jaime Drysdale, Dean: Provide expertise on the balancing of academic pressure and social development of students. The counselor develops interventions needed by students and families while providing a link to community organizations for continuous support.

School Psychologist: Participates in 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; facilitates data-based decision-making activities.

Ms. Bozzo, Speech Language Pathologist: educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures: and helps identify systematic patterns of student need with respect to language skills.

Elementary Teachers and Reading Teachers: provide information about core instruction and participate in student data collection. They also deliver Tier 1 instruction/intervention and collaborate with Coaches and other teachers to implement Tier 2 interventions. They ensure that Tier 1 materials and instruction are integrated with Tier 2 and 3 activities.

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

The Leadership Team will meet quarterly and focus meetings around developing and maintaining a problem solving system to bring out the best in the school, the teachers, and the students. The team meets at scheduled meetings to, and non-scheduled times as needed, to review screening data and to review instructional decisions that impact the students learning; to review progress monitoring data at the grade level and the classroom level to identify students who are meeting/exceeding district benchmarks, at moderate or high risk for not meeting district benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also 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?

The problem-solving process is used in developing and implementing the SIP? The RtI Leadership Team in conjunction with the School Advisory Council (SAC) and principal will be instrumental in compiling the information for implementation of the School Improvement Plan. The team will dis-aggregate data, monitor the delivery of instructional programs with fidelity, and provide additional support services for students' social and academic success. The problem solving process will begin with identifying the desired behaviors replacing the problem behaviors. Goal statements will be written including the behavior to be measured. Brain-storming will take place and a criterion for achievement will be in place as part of the School Improvement plan. Progress monitoring will allow students to receive interventions in order to ensure success and growth. Progress of students and evaluation of the educational needs of individual students will be assessed in a continuous manner by the team. The Florida Continuous Improvement Model will be utilized during the review process.

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.

Primarily, FCAT 2.0 SAT – 10, and Comprehensive English Language Learning Assessment (CELLA) will be used to make initial program and instructional decisions for students in second through eighth grade. Other assessment data (e.g., FLKRS) will be used with students in the primary grades. District Benchmarks assessments, data from which will be collected through Performance Matters, will be used to generate additional formative data. This data will be disaggregated both at the classroom level and individual level to determine the need for additional instruction with evidence based interventions. Behavioral data will also be analyzed to determine which students need behavioral interventions to assist in increasing academic achievement.
Behavior data will include:
Indoor/Outdoor Suspensions/Expulsions
Referrals by student behavior, staff behavior, and administrative context
Office referrals per day per month
Team climate surveys
Attendance
Referrals to special education programs

Tiered intervention data will be housed in Performance Matters and progress monitoring data in EasyCBM.

Describe the plan to train staff on MTSS.

A "Train the Trainer" approach will continue to be utilized. Counselors, grade level teachers, and department chairs will

continue to train their grade level teams or subject area departments in Middle school. In addition, supporting professional development will be scheduled regularly during Team Leader meetings/Faculty meetings in addition to the PLC's. The RtI Leadership Team will continuously monitor the implementation of RtI with fidelity throughout the school year and will provide additional professional development, if deemed necessary. In addition, the district professional development and support will include: 1.Training for all administrators along with their Core Team to support the identification of students in need of intervention using data. 2. District RtI Specialists, School Psychologists, and Core Team will be providing support for school staff to understand basic MTSS principles and procedures.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. 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.
6. Sufficient availability of district liaison to assist school team and staff problem-solving efforts.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT will be comprised of the principal, assistant principal(s), (4) teachers from the Reading department, 4 teachers from the Language Arts department and at least one representative from K-2, 3-5, and 6-8, to ensure all students have the benefit of data analysis, effective instructional practices and interventions.
Robert Cranmer, Principal
Maria Cristina Noya, Assistant Principal
Cassie Elliston, Assistant Principal
Mary Moreira, Reading Department Head
Debra Schremmer, Language Arts Department Head
Debrah Hackett, ESE Specialist
Laura Fort, ESE Specialist
Jessica McLaughlin, MS School Language Arts
Kimberly Rapphun-MS Language Arts
LeAnne Gallick, MS Language Arts
Lisa Hamilton, MS Reading Teacher
Brandy Small, MS Reading Teacher
Lisa Wiedrick-MS Reading Teacher
Jennifer Harris-K-2
Nancy Small -3-5
Ayesha Boria-6-8

NOTE: The school has not had a Reading Coach in 2 years.

Administrative Team: Ensures the implementation of LLT through collaboration and team building; assesses the needs of school staff; and ensures implementation of intervention support and documentation; provides adequate professional development in the area of literacy.

Grade Level/ Department Chairpersons: Provides information about core instructional needs; participates in student data collection; delivers instruction and collaborates with team members to implement interventions.

Exceptional Student Education Teachers: Participates in student data collection and observations; integrates core instructional activities/materials with specialized instruction; and collaborates with general education teachers through inclusion activities, such as co-teaching and collaboration.

Media Specialist: Assists with reading materials and technological resources necessary to operate the reading program;

provides support to teachers and staff regarding supplementary materials for instruction.

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

Based on the St. Lucie Framework Evaluation System, the principal will promote the impetus to engage in school-wide data chats and the implementation of best practices. The Administrative Team will ensure the effective implementation of exemplary teaching practices and ongoing monitoring of student progress, including academic and behavior systems, and follow-up with individual teachers/teachers, as needed to achieve excellence for all students. Teachers will develop a system for engaging all students academically and meeting all behavioral challenges. Teachers will analyze data in an ongoing basis, will participate in Lesson Study and PLC's, share best practices, including sharing students samples to determine the effectiveness of "new 'strategies and best practices. Meetings are regularly schedule with all department and grade levels to address current data, analyze students' areas of need according to the district benchmark results, NGSSS, and Common Core State Standards.

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

The major initiatives will be directed to collectively discuss and make decisions in order to enhance the momentum of the school's educational goals in a positive direction. The team works together to problem solve in all areas of curriculum. Support of the Media Specialist in promoting and increasing book circulation; Curriculum Night with a special emphasis on reading strategies; participation in the Read Across America school-wide event; organization and participation of the in-school Book Buddies program; support of the "Readers are Leaders, Leaders are Readers" student book club, etc. Additionally, implement Reading and Writing Instructional strategies across the curriculum infusing Common Core State Standards.
Common Planning (Lesson Plans), Common Assessments, Implementation of Exploring the Internet Reading Class to increase the use of online reading and technology and design an Action Plan to meet the needs of ALL students who are not making sufficient progress toward the NGSSS and Common Core State Standards.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Not Applicable

*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.

School level administrative leadership team will ensure that every student's reading placement and interventions are in accordance with State Board Rule 6A6.054.

Teachers at West Gate will meet to discuss curriculum content in cross grade level in every faculty meeting. Reading Teachers will present areas of strengths and opportunities for improvement based on current data on District Benchmarks and formative common assessments. Every teacher will reinforce reading and writing across all content areas using the SLC framework strategies as well as hold articulation (vertical and horizontal)meetings twice per year. Literacy events will unite teachers, students, and parents at various intervals throughout the year. Examples include (but are not limited to): Curriculum Night, Book Fairs, and Parent Reading Strategy Evenings.

*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?

Not Applicable

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?

Not Applicable

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

Not Applicable

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 results of the 2011-2012 FCAT Reading Assessment indicate that 44% (602) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 54% (662) as measured by the 2013 2.0 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (602)	54% (662)

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 noted from the 2011 – 2012 FCAT data indicates the strand “Reading Application “ as a deficiency school-wide.	West Gate K-8 teachers will focus on the CCSS/NGSSS to develop a rigorous Reading Curriculum Cross Curricula- all grade levels.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
2	Understanding how to create and implement performance learning goal scales in all academic areas.	West Gate teachers will participate in ongoing Professional Development to help build the knowledge and skills of teachers to effectively create and use Learning goals performance scales in all subject areas.	Principal, Assistant Principal(s), Classroom Teachers District Liaison	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress.	Compilation of all final performance learning goal scales for all learning goals in the District's Scope and Sequence and observation of proper implementation.

					Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	
3	The area of deficiency noted from the 2011 – 2012 FCAT data indicates the strand “Reading Application “ as a deficiency for level 3 readers. Students lack the ability to comprehend author’s purpose. determine chronological order; draw conclusions/inferences; locate relevant details, determine cause and effect, identify text structures and organizational patterns and compare and contrast	Differentiated, small-group instruction with focus in areas of weakness is necessary for students to become successful with the strand reading applications.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
4	The area of deficiency noted from the 2011 – 2012 FCAT data indicates the strand “Reading Application “ as a deficiency for level 3 readers. Students lack the ability to comprehend author’s purpose. determine chronological order; draw conclusions/inferences; locate relevant details, determine cause and effect, identify text structures and organizational patterns and compare and contrast.	Students will be exposed to a myriad of texts. Texts will be purposely selected which cover a variety of genres and both nonfiction and fictional materials. Teachers will use text complexity ratings (Common Core) when selecting text for instruction and independent reading. Texts will be read and reread for a variety of purposes and students will focus on the reading application skills with each type of selected text.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
	The area of deficiency noted from the 2011 – 2012 FCAT data indicates the strand “Reading Application “ as a deficiency for level 3 readers. Students lack the ability to comprehend author’s purpose. determine chronological order; draw	Critical thinking skills will be purposely taught to students. Real-world documents such as brochures, fliers, and the use of computer technology will be integrated into reading lessons.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading

5	conclusions/inferences; locate relevant details, determine cause and effect, identify text structures and organizational patterns and compare and contrast			Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Assessment. Assessment data and on-going progress monitoring.
6	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Instructional staff will be provided Professional Development in College and Career Readiness Anchor Standards for reading and text complexity as well as the required minimum Civics content for grades 3 – 5 and grade 7	District Professional Development Team, Principal, Assistant Principals, Classroom Teachers	Teacher Lesson Design Reflecting Common Core Design Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
7	Time constraints for teachers to conduct Student Achievement Data Chats at the middle school level	Teachers will conduct Student Achievement Data Chats following reading assessments. As a result of these chats students will monitor their own data and chart their own growth throughout the school year.	Principal, Assistant Principals, Classroom Teachers, Guidance Counselors	Teacher Lesson Design Reflecting Common Core Design Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive.	Administration and Guidance Counselors will randomly conference with students to share their own assessments of their data chats to determine if they are successful.

				Performance Scales for tested Standards. Data Binders	
8	There exists a broad range of knowledge and the ability to implement the research based practices of R. Marzano in conjunction with the St. Lucie County framework among the instructional staff.	Instructional staff members will be provided Professional Development opportunities: webinars, Marzano Learning Communities, Peer Support, PD 360, and independent reading of professional literature	Principal, Assistant Principal(s), Classroom Teachers	Teacher Lesson Design Reflecting Common Core Design Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards.	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2011-2012 Florida Alternative Assessment (FAA) Reading Assessment indicate that 13 (4)of students achieved level 4, 5, and 6 proficiency. Our goal for the 2012-2013 school year is to increase level 4, 5, and 6 student's proficiency to 18% (5) as measured by the 2013 Florida Alternative Assessment (FAA)Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (4)	18% (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	Train teachers to effectively utilize access points.	Instructional staff to participate in department and district training opportunities. Instructional staff will observe effective implementation of teaching access points school/district wide	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative

					Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.
2	Students requires supported level to reflect the understanding of challenging academic expectations according to grade level access points.	Instructional staff to participate in department and district training opportunities Students will have opportunities of re-teaching of lessons using multi- modalities.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Assessment indicate that 20% (192) of students achieved level 4/5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency to 30% (211) as measured by the 2013 2.0 Reading FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (192)	30% (211)

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	In order to maintain or increase proficiency, students will need to increase their higher order and critical thinking skills.The FCAT data indicates the strand "Reading Application " as a deficiency for level 4 and above readers. Students lack the ability to comprehend author's purpose. determine chronological order; draw conclusions/inferences; locate relevant details, determine cause and effect, identify text structures and organizational patterns and compare and	The use of higher order thinking questioning techniques, Marzano Higher Level Thinking 9 Instructional Strategies, utilizing Thinking Maps, graphic organizers, and project based learning will be employed by teachers to increase students' critical thinking abilities.	Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.

	contrast.			knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	
2	Core instruction needs to be differentiated to meet the needs of all students. Content area teachers will incorporate reading strategy instruction and the use of complex text (Common Core) into their curriculum.	Teachers use the FCAT item test specifications, as reported on Performance Matters, to correlate with their benchmarks and Common Core Curriculum. Teachers plan and deliver lessons aligned with assessed benchmarks. Teachers design and deliver lessons that require students to extend their thinking, compare and contrast text and utilize text with a high complexity.	Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
3	Time constraints for teachers to conduct Student Achievement Data Chats at the middle school level	Teachers will conduct Student Achievement Chats following reading assessments. As a result of these Chats students will monitor their own data through out the school.	Principal, Assistant Principals, Classroom Teachers, Guidance Counselors	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards. Data Binders	Administration and Guidance Counselors will randomly conference with students to share their own assessments of their data chats to determine if they are successful.

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:	The results of the 2011-2012 Florida Alternative Assessment (FAA) Reading Assessment indicate that 43% (13)of students achieved level 7 proficiency. Our goal for the 2012-2013 school year is to increase level 7 student proficiency to 48% (14) as measured by the 2013 Florida Alternative Assessment (FAA) Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

43% (13)	48% (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	Train teachers to effectively use access points	Instructional staff to participate in department and district training opportunities Instructional staff will observe effective implementation of teaching access points school/district wide	Principal/Assistant Principal(s) ESE Specialist Speech and Language Pathologist	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points
2	Students have processing challenges for recalling informative and supporting details	Use read aloud, auditory tapes and text readers that provide print visuals and or symbols. Daily read aloud practice to process and coach students based on appropriate access points to mastery.	Principal/Assistant Principal(s) ESE Specialist Speech and Language Pathologist	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points
3	Students have limited access to fiction/nonfiction and informational challenging grade level access points	Students will be exposed to challenging fictional and non-fictional texts. Students will be exposed to challenging content area text.	Principal/Assistant Principal(s) ESE Specialist Speech and Language Pathologist	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next

					Generation Sunshine State Standards Access Points

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Assessment indicate that 72% (677) of students made learning gains as measured by the 2012 FCAT 2.0 Reading Assessment. Our goal for the 2012-2013 school year is to increase the number of students making learning gains from 72% (677) to 77% (711) as measured by the 2013 2.0 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (677)	77% (711)

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	Not all middle school students are receiving reading instruction, due to lack of staffing reading teachers as a direct result of funding shortfalls.	The implementation of the Literacy routines by teachers will increase the explicit instruction of reading strategies in both reading and language arts classes.	Principal, Assistant Principals, Classrooms Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards .	Formative: Common Assessments, District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
2	Access to professional development, and technical issues with the implementation of the Performance Matters data system.	Increased use of data in instructional planning for targeted skill instruction. The Performance Matters data system will provide timely data reports for teachers to form differentiated lesson plans	Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS	Formative: Common Assessments, District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.

				and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards .	
3	Students need explicit instruction in reading strategies which are aligned with tested benchmarks and the appropriate cognitive complexity at which they will be assessed.	Teachers implement the Reading Instructional Focus Calendar and mini-lessons by providing explicit instruction and using formative assessments to drive instruction. Teachers use cognitive complexity levels for the benchmarks to plan and deliver the reading instruction.	Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards .	Formative: Common Assessments, District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
4	Students are in need of remediation on basic reading skills.	A computer lab has been created in order to address more opportunities for student participation in FCAT Explorer. Teachers will monitor this program in order to facilitate instruction and focus on areas that need improvement. Tier 1 & Tier 2 intervention for students will be monitored on a bi-monthly basis.	Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards .	Formative: Common Assessments, District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
5	Time constraints for teachers to conduct Student Achievement Chats at the Middle School Level.	Teachers will conduct Student Achievement Chats following reading assessments. As a result of these Chats students will monitor their own data through out the school.	Principal, Assistant Principals, Classroom Teachers Guidance Counselors	Log of Student Achievement Chats Logs of Achievement Chat results shared at Leadership Meetings.	Administration and Guidance Counselors will randomly pull students to share their most recent assessment to determine if data chats are successful.
	Common Core Standards present new learning for instructional staff to gain a full understanding of	Instructional staff will be provided Professional Development in College and Career Readiness	District Professional Development Team, Principal,	Teacher Lesson Design Reflecting Common Core Design	Formative: Common Assessments, District

6	each standard to be delivered with fidelity.	Anchor Standards for reading and text complexity.	Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards .	Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2011-2012 FCAT Reading Assessment indicate that 53% (10) of students made learning gains as measured by the 2012 2.0 Florida Alternative Assessment in Reading. Our goal for the 2012-2013 school year is to increase the number of students making learning gains from 53% (10) to 58% (12) as measured by the 2013 2.0 Florida Alternative Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (10)	58% (12)

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	Train teachers to effectively use access points	Instructional staff to participate in department and district training opportunities. Instructional staff will observe effective implementation of teaching access points school/district wide	Principal/Assistant Principal(s) ESE Specialist Speech and Language Pathologist	Teaching Pedagogy Methods (Utilization of Picture Cards) Monthly Review of data.	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points

2	A broad range of knowledge and ability exists in the 9 growth model levels (emergent, achieved, commended).	Teachers will utilize FAA scores for quality instructional planning to support student growth. Teachers will provide differentiated instruction per student IEP's that reflect levels of complexity and depth of knowledge within reading content.	Principal/Assistant Principal(s) ESE Specialist Speech and Language Pathologist	Teaching Pedagogy Methods (Utilization of Picture Cards) Monthly Review of data.	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading Assessment indicate that 12% (113) of students in the lowest 25% made learning gains as measured by the 2012 FCAT 2.0 Reading Assessment. Our goal for the 2012-2013 school year is to increase the number of students in the lowest quartile (25%) making learning gains from 12% (113) to 50% (156) as measured by the 2013 2.0 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (113)	50% (156)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints for teachers to conduct Student Achievement Chats at the Middle School Level.	Teachers will conduct Student Achievement Chats following reading assessments. As a result of these Chats students will monitor their own data through out the school.	Principal, Assistant Principals RtI Core Team, and Classroom Teachers	Log of Student Achievement Chats Logs of Achievement Chat results shared at Leadership Meetings.	Administration and Guidance Counselors will randomly pull students to share their most recent assessment to determine if data chats are successful.
2	Data indicated a lack of student engagement of their learning.	Students will set learning goals and track their progress during designated reading routines. Students will set these goals and track their progress in their reading notebooks. The reading department is planning academic celebrations each 9 nine weeks, in which students who are demonstrating engagement in their learning and exhibit an increase in reading as evidenced by data, will	Principal, Assistant Principals RtI Core Team, and Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.

		receive specific reading rewards. Marzano Strategies in Domain 1 to engage students will be implemented with fidelity.		the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	
3	Students are in need of intensive support implemented with consistency.	Use of the 30 minutes for remediation support will be utilized within grade level teams for identified students	Principal, Assistant Principals, Classroom Teachers, RTI Core Team	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
4	Students lack the ability to comprehend and analyze complex text.	Teachers will implement the use of complex text and design lessons for close reading of complex text in alignment with the Common Core Standards. Students will utilize strategies for attending to and comprehending text of varying complexities (Common Core).	Principal, Assistant Principals, Classroom Teachers, RTI Core Team	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.

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 # 5A : Based on the baseline from 2010-2011, 75 % of students achieved Level 3-5 proficiency in the FCAT Reading Assessment. In calculating the AMO for Reading Performance for 6 consecutive years (2017) students must achieved a

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		66	69	73	76	

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 results of the 2011-2012 FCAT Reading Assessment indicate that 95% of Asian students and 61% of Hispanic students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 Asian student proficiency to 100% and Hispanics students to 44% as measured by the 2013 2.0 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian=<5% Hispanics=39%	Asian=100% Hispanics=44%

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 in need of intensive support implemented with consistency.	Increased use of data in instructional planning for targeted skill instruction. Performance Matters data will provide accurate data reports for teachers to form and utilize differentiated lesson plans. Teachers will utilize strategies from Domain 1 of Marzano's Strategies.	Principal, Assistant Principal(s), Classroom Teachers RtI Core Team	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards Consultation with RtI Core team for remediation, and analysis of ongoing progress monitoring.	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
	All students need instruction and supplemental instruction related to their specific needs.	Determine core instructional needs by reviewing reading assessment data. Plan differentiated instruction using evidence-based instruction/intervention within the 90 minute reading block/middle school intensive reading block. Plan supplemental instruction/intervention	Principal, Assistant Principal(s), Classroom Teachers RtI Core Team	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading

2		for students not responding to core instruction (push-in, and tutoring). Focus of instruction is determined by review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice with a range of complex text according to the Common Core Standards.		and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards Consultation with the RtI Core team for remediation, and analysis of ongoing progress monitoring.	Assessment. Assessment data and on-going progress monitoring.
3	Time constraints for teachers to conduct Student Achievement Chats at the Middle School Level.	Teachers will conduct Student Achievement Chats following reading assessments. As a result of these Chats students will monitor their own data through out the school.	Principal, Assistant Principal(s), Classroom Teachers Guidance Counselors	Log of Student Achievement Chats Logs of Achievement Chat results shared at Leadership Meetings.	Administration and Guidance Counselors will randomly pull students to share their most recent assessment to determine if data chats are successful.

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:	INSUFFICIENT DATA AVAILABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
INSUFFICIENT DATA AVAILABLE	INSUFFICIENT DATA AVAILABLE

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 students have limited reading phonemic awareness, and are not familiar with the English language vocabulary.	Teach thematically so students have multiple opportunities in context. Utilize dictionaries and on-line resources to look up meanings of words and classify them. Draw pictures and use picture cards to explain and reinforce unknown vocabulary. Repeat vocabulary in a variety of ways through reading, writing, listening, and speaking experiences.	Principal, Assistant Principal (s),Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.

				rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	
2	Appropriate and timely placement of students in interventions has been a challenge.	Utilizing data to identify Tier 2 and 3 students, place in appropriate interventions within the two months of the 2012-2013 school year and monitor student progress using data monthly	Principal, Assistant Principal (s),Classroom Teachers RTI Core Team, LLT	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
3	Increased higher-order questioning and activities need to be incorporated into the curriculum to improve the proficiency.	Increase the use of explicit reading with text complexity (Common Core) in all core classes that correlate directly to deficient strands Facilitate achievement/data chats with students and teachers to identify areas of strengths and weaknesses.	Principal, Assistant Principal (s),Classroom Teachers RTI Core Team, LLT	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading Assessment indicate that 36% of SWD students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 Asian student proficiency to 41% as measured by the 2013 2.0 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

36%	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	Appropriate and timely placement of students in interventions	Utilizing data identify Tier 2 and Tier 3 students and place appropriate interventions within the first month of the 2012-2013 school year and monitor student progress using data from the District Benchmark Assessments.	Principal, Assistant Principal(s), Classrooms teachers RtI Core Team, ESE Specialists	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
2	Students with Disabilities require reading instruction that addresses their individual needs.	Tier 1: Determine core instructional needs by reviewing data for all SWD's. Plan differentiated instruction using evidence-based instruction/interventions. Teachers will communicate high expectations for all students according to Domain 1 of Marzano's Classroom Strategies and Behaviors.	Principal, Assistant Principal(s), Classrooms teachers RtI Core Team, ESE Specialists	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards s.	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
	Appropriate and timely placement of students in interventions has been an obstacle.	Utilizing data identify Tier 2 and Tier 3 students and place appropriate interventions within the first month of the 2011-2012 school year and monitor student progress using data from the District Benchmark Assessments. Assessment.	Principal, Assistant Principal(s), Classrooms teachers RtI Core Team, ESE Specialists	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment.

3				Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Assessment data and on-going progress monitoring.
4	Time constraints for teachers to conduct Student Achievement Chats at the Middle School Level.	Teachers will conduct Student Achievement Chats following reading assessments. As a result of these Chats students will monitor their own data through out the school.	Principal, Assistant Principals RtI Core Team, and Classroom Teachers	Log of Student Achievement Chats Logs of Achievement Chat results shared at Leadership Meetings.	Administration and Guidance Counselors will randomly pull students to share their most recent assessment to determine if data chats are successful.

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:	MET AMO Targets
2012 Current Level of Performance:	2013 Expected Level of Performance:
NON Applicable	NON Applicable

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	Appropriate and timely placement will be reviewed to offer support services to students to meet academic progress and success.	Use of the 30 minutes for remediation support will be utilized within grade level teams for identified students. Increased use of data in instructional planning for targeted skill instruction with use of text complexity(Common Core). Performance Matters data system will provide timely data reports for teachers to form differentiated lesson plans.	Principal, Assistant Principal(s), Classrooms teachers RtI Core Team.	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative: 2013 2.0 Reading FCAT Assessment. Assessment data and on-going progress monitoring.

2	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	Principal, Assistant Principal(s), Classrooms teachers RtI Core Team.	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative: 2013 2.0 Reading FCAT Assessment. Assessment data and on-going progress monitoring.

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
Comprehensive Instructional Sequence (CIS) Model Common Core	Grades 6 - 8	Moreira	Reading Department	Common Planning – period 6-1 time per month	Using CIS lessons in the reading classrooms a minimum of one unit per nine week period	Principal Assistant Principal(s)
CRISS Training	Grades 3 – 8	Moreira/Fish PD 360	Grades 3 – 5 Classroom Teachers/Reading Department	Common Planning – 1 time per month for 1 month	Implementing CRISS reading strategies into classroom lessons	Principal Assistant Principal(s)
LC – Curriculum Articulation	5-8	Department Heads Principal and Assistant Principal (s).	Teachers 5 - 8	Teachers will use common planning times and department meetings for articulation across grades utilizing the Common Core Standards.	Discussion of Common Core Standards as spiral curriculum to ensure all students are receiving appropriate instruction in all subject matter.	Principal Assistant Principal(s) Team Leaders
LC – Ruby Payne	K-8	Dean Lucas	School-wide	Teachers will use Professional Development days to understand and study the research of Ruby Payne.	Ongoing throughout the school year	Principal Assistant Principal(s) Deans of Disciplines
District Specific trainings (e.g., BIP)	All ESE Teachers	All Classroom Teachers Principal / Assistant Principal (s). ESE Specialists.	ESE Teachers (Special Units)	ESE Teachers and ESE Specialist will work together to ensure implementation of information provided at trainings..	Ongoing throughout the school year	Principal Assistant Principal(s) ESE Specialists
				ESE Teachers and		

Assisted Technology Training	K-8	ESE Specialist	ESE Teachers (Special Units)	ESE Specialist will work together to ensure implementation of assisted technology devices in classrooms.	Ongoing throughout the year.	Principal Assistant Principal(s) ESE Specialists
Common Core Text Complexity Rating	Grades 6 - 8	Moreira	Reading Department	Common Planning – period 6-1 time per month	Using appropriate Text Complex material in the middle school classrooms	Principal Assistant Principal(s)
Lesson Study	K-8	All Classroom Teachers and Principal and Assistant Principal (s).	School-wide	Teachers will plan lesson studies during early release days to implement the chosen lesson.	Teachers will be working collaboratively to create lessons using reading strategies. Teachers will then observe their partner in the classroom and have reflective conversations, feedback, and discussion on the lesson taught.	Principal Assistant Principal(s) Team Leaders Department Heads
LC – Marzano- Art and Science of Classroom Teaching	K-8	Department Heads/Team Leaders Principal and Assistant Principal (s).	School-wide	Teachers will use common planning times and department meetings for articulation across grades utilizing the work of R. Marzano.	Implementing St. Lucie County Framework Marzano's strategies into classroom lessons	Principal Assistant Principal(s) Team Leaders Department Heads
Learning Goals and Performance Scales	3-8	Principal Assistant Principal(s) DDistrict Liaison	3-8 Teachers	Ongoing Throughout August 2012-June 2013	Planning time meetings, Classroom observation Feedback	Principal Assistant Principal(s)

Reading Budget:

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

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:	The results of the 2012 CELLA Assessment indicate that 43% (30) of ELL students were proficient in Oral Skills. Our goal for the 2012-2013 school year is to increase the Oral Skills of ELL student proficiency to 48% (32) as measured by 2013 CELLA Assessment.
2012 Current Percent of Students Proficient in listening/speaking:	
43% (30)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of proper training and knowledge of teachers in implementing ESOL strategies in the classroom to accommodate the learning needs of the ELL population and lack of academic resources for students and teachers.	Professional development for teachers in language support techniques to assist ELL language learners. Example: using Prosodic Features to enhance effectiveness of communication, e.g., intonation: pitch, tone, rhythm, tempo, stress, volume, syntax, vocabulary, vocal effects, fluency. Provide textbooks in their foreign language, if available from the textbook vendor. Differentiation of Instruction RtI Intervention Groups	District Team Principal, Assistant Principal (s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments as well the use of technology for Oral presentations, Oral dialogue conversation, Summative: 2012-2013 Spring CELLA Listening/Speaking Test
2	Lack of understanding and command of the English Language.	Speak slower; shorten sentences; used words used in the text for explaining idioms and other concepts. Utilize read and think alouds to enhance language acquisition. Utilize oral techniques such as cueing, modeling elicitation, and chunking. Built role-playing activities into lessons to increase and enhance language acquisition. Use an expressive voice, gestures, pantomime, objects, and pictures whenever possible in presenting lessons.	District Team Principal, Assistant Principal (s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for	Formative Common Assessments as well as the use of technology for Oral presentations, Oral dialogue conversations, Summative: 2012-2013 Spring CELLA Listening/Speaking Test

				tested Standards	
3	Understanding Cultural Diversity.	Integrate their own culture in their learning to allow for self-expression enabling students to feel more comfortable with the subject being taught Choose literature representative of student's ethnic backgrounds.	District Team Principal, Assistant Principal (s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments as well as the use of technology for Oral presentations, Oral dialogue conversations, Summative: 2012-2013 Spring CELLA Listening/Speaking Test

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:	The results of the 2012 CELLA Assessment indicate that 33% (23) of ELL students were proficient in reading. Our goal for the 2012-2013 school year is to increase the reading skills of ELL student proficiency to 38% (25) as measured by 2013 CELLA Assessment.
2012 Current Percent of Students Proficient in reading:	
33% (23)	

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 proper training and knowledge of teachers in implementing ESOL strategies in the classroom to accommodate the learning needs of the ELL population and lack of academic resources for students and teachers.	Professional development for teachers in language support techniques to assist ELL language learners. Example: using Prosodic Features to enhance effectiveness of communication, eg. intonation: pitch, tone, rhythm, tempo, stress, volume, syntax, vocabulary, vocal effects, fluency. Provide textbooks in their foreign language, if available from the textbook vendor. Differentiation of Instruction RtI Intervention Groups	District Team Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive.	Formative Common assessments as well as Benchmarks, mini-bats assessments, Summative: 2012-2013 Spring CELLA Reading Test

				Performance Scales for tested Standards	
2	ELL students frequently have difficulty understanding classroom material and demonstrating knowledge of subject matter in English. ELL students have cultural barriers in understanding texts that have been designed with native learners in mind	Recognizes that ELL learners bring a wealth of cultural, linguistic and educational experience which should be fully utilized in the course of teaching and learning. Use of Cognates and cloze passages.	District Team Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common assessments as well as Benchmarks, mini-bats assessments, Summative: 2012-2013 Spring CELLA Reading Test
3	Curriculum and methodology for teaching basic literacy needs to be different from that of fluent English speakers.	ELL students benefit from a variety of context clues when working on comprehension skills. Provide non-verbal cues, such as miming an action, and many visual aids, such as pictures, graphs and tables. Assignments need to be scaffold in order to learn the content. Utilize a themed word wall to allow students to see important words from a selection. Thematic Approach-Theme teaching across the curriculum. Provide highlighted texts and materials for students for them to identify what are the important concepts.	District Team Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common assessments as well as Benchmarks, mini-bats assessments, Summative: 2012-2013 Spring CELLA Reading Test

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Assessment indicate that 33% (23) of ELL students were proficient in writing. Our goal for the 2012-2013 school year is to increase the writing skills of ELL student proficiency to 38% (25) as measured by 2013 CELLA Assessment.
2012 Current Percent of Students Proficient in writing:	
33% (23)	
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 proper training and knowledge of teachers in implementing ESOL strategies in the classroom to accommodate the learning needs of the ELL population and lack of academic resources for students and teachers.	Professional development for teachers in language support techniques to assist ELL language learners. Provide textbooks in their foreign language, if available from the textbook vendor. Differentiation of Instruction based on the level of language acquisition. RtI Intervention Groups	District Team Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System), NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common assessments as well as Ongoing Writing Prompts (Elementary-Expository and Narrative, Middle School-Expository and Persuasive) Summative: 2012-2013 Spring CELLA Writing Test
2	Phonetically irregular spelling system of English.	Utilize English-Spanish dictionaries (word to word) and dictionaries that also include definitions, synonyms and antonyms at all times in all core subjects.	District Team Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System), NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common assessments as well as Ongoing Writing Prompts (Elementary-Expository and Narrative, Middle School-Expository and Persuasive) Summative: 2012-2013 Spring CELLA Writing Test
3	Expecting essays (or full essays) from ELL students during the language acquisition process.	Use of Guided Writing. e.g,Text frames. Use dialectic journal, the double entry journal which helps students focus on key ideas and reactions within a manageable frame-provides focused thinking. Use the Joint construction method-a collaborative writing process involving the students and the teacher in constructing	District Team Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to	Formative Common assessments as well as Ongoing Writing Prompts (Elementary-Expository and Narrative, Middle School-Expository and Persuasive) Summative: 2012-2013 Spring CELLA Writing Test

		a text or piece of text. The use Writing frames provide a language scaffold that helps support students as they write.		the SLC Framework (Appraisal System), NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematics Test indicates that 30% (119) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students that are proficient to 40% (130) as measured by the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (119)	40% (130)of students will be proficient in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency noted from the 2011 – 2012 FCAT data indicates the strand “Reading Application “ as a deficiency school-wide.	West Gate K-8 teachers will focus on the CCSS/NGSSS to develop a rigorous Reading Curriculum Cross Curricula- all grade levels.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
2	Understanding how to create and implement performance learning goal scales in all academic areas.	West Gate teachers will participate in ongoing Professional Development to help build the knowledge and skills of teachers to effectively create and use Learning goals performance scales in all subject areas.	Principal, Assistant Principal(s), Classroom Teachers District Liaison	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS	Compilation of all final performance learning goal scales for all learning goals in the District's Scope and Sequence and observation of proper implementation.

				and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	
3	Understanding STEM Disciplines	West Gate Science teachers will infuse STEM activities during their science classes to better understand trans-disciplinary teaching. Professional Development will be provided on ongoing basis throughout the planning year.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative - Project Based Rubrics and Narrative Assessments. (See Stem Portion of the SIP)
4	The area of deficiency noted from the 2011-2012 FCAT data indicates number operations as a deficiency for grades 3-5. Students are lacking a foundation of understanding numbers, meaning of operations, such as multiplication and division, and reasonable estimation and fluent computation. Students lack the ability to support and justify their answer through the use of writing in mathematics due to their lack of experience and understanding relationships among those operations.	Math routines will be embedded in the daily instruction providing, review, direct instruction, including modeling, followed by guided practice, and independent practice. Use real life situations in daily problems of the day. Give students opportunities to justify their thinking and judge the reasonableness of an answer. Math routines will be embedded in the daily instruction providing, review, direct instruction, including modeling, followed by guided practice, and independent practice. Use real life situations in daily problems of the day. Graph across the curriculum not as an isolated math activity. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
	Lack of mathematical common language across the K-8 spectrum.	Implement monthly articulation meetings to create a mathematical common language in grades 3-8.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings.	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis

5				Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
6	Data indicated a lack of student engagement of their learning.	Students will set learning goals and track their progress during designated math routines. Students will set learning goals and track their progress by using scales and rubrics to be included in their data notebooks.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring 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:	The results of the 2011-2012 Florida Alternative Assessment (FAA) Mathematics Assessment indicate that 43% (8)of students achieved level 4, 5, and 6 proficiency. Our goal for the 2012-2013 school year is to increase level 4, 5, and 6 student's proficiency to 52% (9) as measured by the 2013 Florida Alternative Assessment (FAA) Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (8)	52%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students limited in basic math skills based on their cognitive impairment	Provide multiple opportunities using stimulus picture cards to use 1to 1 correspondence and	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to

1		counting as strategies to solve real world problems with addition facts with sums to 9 and related subtraction facts. Provide multiple opportunities using stimulus picture strips to solve addition facts with sums to 12 and related subtraction facts using numerals with sets of pictures and the +,-, and = signs. Provide multiple opportunities using stimulus picture cards to identify half as a part of a whole. Provide multiple opportunities using stimulus equation strips to use the communicative property as a strategy to check the accuracy of solutions to addition problems	Speech and Language Pathologist (SLP)		monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.
2	Students have limited fluency math skills.	Utilize computer programs to build fluency in addition and subtraction. Provide multiple opportunities of reteaching basic multiplication.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Assessment indicate that 29% (115) of students achieved level 4/5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency to 39% (126) as measured by the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (115)	39% (126)

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The major area of deficiencies noted from the 2011-2012 FCAT data for 3-5 grade indicates the following: number operations, word problems, and statistics. These deficiencies was due to limited classroom opportunities to develop exploration and inquiry activities.	Students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through hand-on experiences with grade-level appropriate numbers concepts and apply learning to solve real-life problems. Include learning targets,objectives, essential questions, “Do Now’s”, agenda, and homelearning Assignments Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessment, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
2	Lack of mathematical common language across the K-8 spectrum.	Implement monthly articulation meetings to create a mathematical common language utilizing word wall and reading strategies.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Asssessment, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
3	The lack of availabilty for students to practice online testing skills through District Benchmarks for 5th Grade students.	Test simulation will be provided through online practice skill tests using www.classzone.com, www.math.com and other websites available through the internet.	Principal, Assistant Principal(s), Classroom Teacher Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data

				Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	
4	The area of deficiency noted from the 2011-2012 FCAT data indicates number operations as a deficiency for grades 3-5. Students are lacking a foundation of understanding numbers, meaning of operations, such as multiplication and division, and reasonable estimation and fluent computation. Students lack the ability to support and justify their answer through the use of writing in mathematics due to their lack of experience and understanding relationships among those operations.	Create interactive word walls using math terminology. Provide situations for students to engage in math dialogue and problem solving situations where students can agree or disagree through the use of collaborative learning. Differentiate assignments, home practice, as well as assessments in order to meet the rigors of FCAT 2.0. Provide activities to promote higher level thinking as used in Marzano's taxonomy, such as analyzing, comparing, classifying, and evaluating mathematical data. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
5	The area of deficiency noted from the 2011-2012 FCAT data indicates word problems as a deficiency for grades 3-5. Students lack the prerequisite skills, such as vocabulary, needed to be successful. Students struggle with deciphering between information needed to solve the problem or extraneous information within the word problem. Students lack the ability to justify their answers and judge the reasonableness of their responses.	Create interactive word walls using math terminology. Provide situations for students to engage in math dialogue and problem solving situations where students can agree or disagree through the use of collaborative learning. Differentiate assignments, home practice, as well as assessments in order to meet the rigors of FCAT 2.0. Provide activities to promote higher level thinking as used in Marzano's taxonomy, such as analyzing, comparing, classifying, and evaluating mathematical data. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
	The area of deficiency noted from the 2011-2012 FCAT data indicates statistics as a deficiency for grades 3-5. Students need additional opportunities to review statistics, such as charts and graphs and build	Create interactive word walls using math terminology. Differentiate assignments, home practice, as well as assessments in order to meet the rigors of FCAT	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013

6	foundations for newly related vocabulary.	2.0. Provide activities to promote higher level thinking as used in Marzano's taxonomy, such as analyzing, comparing, classifying, and evaluating mathematical data. Infuse CCSS during lessons.		school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2011-2012 Florida Alternative Assessment (FAA) Mathematics Assessment indicate that 65% (11)of students achieved level 7 proficiency. Our goal for the 2012-2013 school year is to increase level 7 student proficiency to 70% (12) as measured by the 2013 Florida Alternative Assessment (FAA) Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (11)	70% (12)

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 limited in basic math skills based on their cognitive impairment.	Provide multiple opportunities using stimulus sentence/picture strips to use objects and picture to represent the inverse relationship between addition and subtraction facts. Provide multiple opportunities using stimulus picture card and equation strips students will solve addition facts with sums to 18 and related subtraction 1 digit fact families using the formal algorithm with numerals and signs. Provide multiple opportunities using stimulus picture cards students will identify differences between halves, fourths and a whole. Build fluency of multiplication facts and related division facts of whole numbers.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.

2	Limited use of calculator and standard ruler.	Provide multiple opportunities using calculator and stimulus sentence strips the students will solve real word addition problems with 2 digit numbers to 30 without regrouping Provide multiple opportunities using standard ruler and stimulus picture cards for students to use customary units of measurement to present length of sides squares, rectangles, triangles and add them together to find the perimeter.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics Assessment indicate that 67% (267) of students made learning gains as measured by the 2012 2.0 Mathematics FCAT Assessment. Our goal for the 2012-2013 school year is to increase the number of students making learning gains from 67% (267) to 77% (293) as measured by the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (267)	77%(293)

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 need explicit instruction in reading and math strategies which are aligned with tested benchmarks and the appropriate cognitive complexity at which they will be assessed for both reading and mathematics. (Vocabulary)	Teachers implement the Reading and Mathematics Instructional Focus Calendar and mini-lessons by providing explicit instruction and using formative assessments to drive instruction. Teachers use cognitive complexity levels for the benchmarks to plan and deliver the reading and application of mathematical concepts during classroom instruction.	Principal Assistant Principal (s) Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
	Limited manipulative	Students will be given	Principal	Formal, informal	Formative

2	access and integration	opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through hand-on experiences with grade-level appropriate numbers concepts and apply learning to solve real-life problems. Provide contexts for mathematical exploration and the development of student understanding of measurement concepts by the use of manipulative and engaging opportunities practice. Provide the opportunities for data analysis to include making & stating conclusions & predictions based on data, comparing data, and determining appropriate scale increments. Infuse CCSS during lessons.	Assistant Principal (s) Classroom Teachers	evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
3	As noted by the 2011 administration of the FCAT Mathematical 41% (163) students did not make learning gains.	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction. Infuse CCSS during lessons.	Principal Assistant Principal (s) Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	**Not Applicable In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable	**Not Applicable

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	Train teachers to effectively use access points	Instructional staff to participate in department and district training opportunities. Instructional staff will observe effective implementation of teaching access points school/district wide	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.
2	A broad range of knowledge and ability exists in the 9 growth model levels (emergent, achieved, commended).	Teachers will utilize FAA scores for quality instructional planning to support student growth. Teachers will provide differentiated instruction per student IEP's that reflect levels of complexity and depth of knowledge within math content.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Assessment indicate that 67% (267) of students made learning gains as measured by the 2012 2.0 Mathematics FCAT Assessment. Our goal for the 2011-2012 school year is to increase the number of students making learning gains from 67% (267) to 77% (293)as measured by the 2013 FCAT 2.0 Mathematics Assessment..
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (267)	77% (293)

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	On the 2012 FCAT Mathematics administration, almost every cluster remained stagnate. (grades 3-8).	Identify lowest performing students in grades 3-8 based on instructional needs. These students will be placed in the appropriate Mathematics intervention classes within the first month of the 2012-2013 school year. Their progress will be monitored on a monthly basis. Implement a rotation schedule for small group instruction during the mathematics block; Tailor instruction based on mini-assessments and hands-on practice for students, utilizing manipulatives to develop and understanding of concepts during small group instruction. Provide opportunity for students to utilize the computer lab for intervention on their lowest performing benchmarks using programs: FCAT Explorer. Provide instruction in digestible bits to help deepen the understanding and meaning of mathematical concepts. Graph across the curriculum not as an isolated math activity. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers and RtI Core Team	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
2	Data indicated a lack of student engagement of their learning.	Students will set learning goals and track their progress during designated math routines. Students will set learning goals and track their progress by using scales and rubrics to be included in their data notebooks.	Principal, Assistant Principal(s), Classroom Teachers and RtI Core Team	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data

				tested Standards	
3	The area of deficiency noted from the 2011-2012 FCAT data indicates number operations as a deficiency for grades 3-5. Students are lacking a foundation of understanding numbers, meaning of operations, such as multiplication and division, and reasonable estimation and fluent computation. Students lack the ability to support and justify their answer through the use of writing in mathematics due to their lack of experience and understanding relationships among those operations.	Create interactive word walls using math terminology. Math routines will be embedded in the daily instruction providing, review, direct instruction, including modeling, followed by guided practice, and independent practice. Give students opportunities to justify their thinking and judge the reasonableness of an answer. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers and RtI Core Team	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
4	The area of deficiency noted from the 2011-2012 FCAT data indicates word problems as a deficiency for grades 3-5. Students lack the prerequisite skills, such as vocabulary, needed to be successful. Students struggle with deciphering between information needed to solve the problem or extraneous information within the word problem. Students lack the ability to justify their answers and judge the reasonableness of their responses.	Create interactive word walls using math terminology. Math routines will be embedded in the daily instruction providing, review, direct instruction, including modeling, followed by guided practice, and independent practice. Give students opportunities to justify their thinking and judge the reasonableness of an answer. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers and RtI Core Team	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
5	The area of deficiency noted from the 2011-2012 FCAT data indicates statistics as a deficiency for grades 3-5. Students need additional opportunities to review statistics, such as charts and graphs and build foundations for newly related vocabulary.	Create interactive word walls using math terminology. Math routines will be embedded in the daily instruction providing, review, direct instruction, including modeling, followed by guided practice, and independent practice. Give students opportunities to justify their thinking and judge the reasonableness of an answer. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers and RtI Core Team	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive.	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring dat

				Performance Scales for tested Standards	

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 : Based on the baseline from 2010-2011, 72% (415) of students achieved Level 3-5 proficiency in the FCAT Mathematics Assessment. In calculating the AMO for Mathematics Performance for 6 consecutive years in order to close the			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	77	79	81	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 mathematics. Mathematics Goal #5B:	INSUFFICIENT DATA AVAILABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
INSUFFICIENT DATA AVAILABLE	INSUFFICIENT DATA AVAILABLE

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 additional need to discuss and to create a student mathematical common language across the K-8 spectrum.	Implement monthly articulation meetings to create a mathematical common language.	Principal, Assistant Principal!s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
	Data indicated a lack of student engagement of their learning.	Students will set learning goals and track their progress during designated math routines. Students will set learning	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical

2		goals and track their progress by using scales and rubrics to be included in their data notebooks.		meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring 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:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	INSUFFICIENT DATA AVAILABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
INSUFFICIENT DATA AVAILABLE	INSUFFICIENT DATA AVAILABLE

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	Ongoing training and discussion to create a student mathematical common language across the K-8 spectrum.	Implement monthly articulation meetings to create a mathematical common language utilizing word wall and reading strategies.	Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
	On the 2011 FCAT Mathematics administration, the ELL subgroup lacked an understanding of the	Increase the usage of Rosetta Stone for students with limited proficiency in the English Language.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during	Formative assessments such as Benchmarks, classroom made tests, and analysis

2	Number Operations concept in the English Language which has limited student growth.	Increase the use of Criss strategies in the classroom. Provide real life contexts for mathematical explorations and develop student understanding through the use of manipulatives, oral discussions, and demonstrations during instructional time. Infuse CCSS during lessons.		weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
3	Students lack the ability to visualize concepts in the abstract.	Provide context for mathematical exploration through the use of manipulatives to enable students to move from the abstract to the concrete. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
4	Students lack basic mathematical skills to function at grade level.	Early identification of students. Placement in appropriate interventions. Monitor student progress and regroup using data	Principal, Assistant Principal(s), Classroom Teachers RTI Core Team	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
	Data indicated a lack of student engagement of their learning.	Students will set learning goals and track their progress during	Principal, Assistant Principal(s), Classroom	Formal, informal evaluations and snapshot classroom walk-throughs.	Formative assessments such as Benchmarks,

5		designated math routines. Students will set learning goals and track their progress by using scales and rubrics to be included in their data notebooks.	Teachers	Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring 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 mathematics. Mathematics Goal #5D:	INSUFFICIENT DATA AVAILABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
INSUFFICIENT DATA AVAILABLE	INSUFFICIENT DATA AVAILABLE

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	As noted on the 2012 FCAT Mathematics administration the SWD subgroup did not meet proficiency.	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers and RtI Core Team ESE Specialists	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
	Students lack the ability	Use literature in	Principal, Assistant	Formal, informal	Formative

2	to connect mathematical concepts to the real world.	mathematics to provide the necessary meaning for children to successfully grasp mathematical concepts and allow students to make connections with real-world situations.	Principal(s), Classroom Teachers and RtI Core Team ESE Specialists	evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards Lesson plans. Rubrics	assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
3	Appropriate and timely placement of students in interventions has been an obstacle.	Utilizing data identify Tier 2 and Tier 3 students and place appropriate interventions within the first month of the 2012-2013 school year and monitor student progress using data from the District Benchmark Assessments.	Principal, Assistant Principal(s), Classroom Teachers and RtI Core Team ESE Specialists	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring 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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	INSUFFICIENT DATA AVAILABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
INSUFFICIENT DATA AVAILABLE	INSUFFICIENT DATA AVAILABLE
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				

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematics Test indicates that 30% (163) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students that are proficient to 35% (179) as measured by the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (163)	35% (179)

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 noted from the 2011 – 2012 FCAT data indicates the strand “Reading Application “ as a deficiency school-wide.	West Gate K-8 teachers will focus on the CCSS/NGSSS to develop a rigorous Reading Curriculum Cross Curricula- all grade levels.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0 Reading Assessment. Assessment data and on-going progress monitoring.
	Understanding how to create and implement performance learning goal scales in all academic areas.	West Gate teachers will participate in ongoing Professional Development to help build the knowledge and skills of teachers to effectively create and use Learning	Principal, Assistant Principal(s), Classroom Teachers District Liaison	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental	Compilation of all final performance learning goal scales for all learning goals in the District's Scope and

2		goals performance scales in all subject areas.		meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Sequence and observation of proper implementation.
3	The area of deficiency noted from the 2011-2012 FCAT data indicates "fractions" as a deficiency for grade 6. Students are lacking a foundation of fractions and being able to connect them to real life situations. Students lack the ability to support and justify their answer due to their lack of experience and understanding of fractional relationships Statistics and expressions and equations were a deficiency for grades 6 and 8. Students need additional opportunities to review pre-requisite algebraic terminology that allows them to build foundations for newly acquired vocabulary.	Creating real life examples such as cooking, pizza, building, etc Create opportunities to explore fractions through manipulatives such as fraction strips to create a deep understanding of fractional pieces. Math routines will be embedded in the daily instruction providing, review, direct instruction, including modeling, followed by guided practice, and independent practice. Integrating the 8 math practices as underlined within the common core standards Use of algebra mats so students can make sense of equations. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring.
4	The area of deficiency noted from the 2011-2012 FCAT data indicates ratios and proportional relationships as a deficiency for grades 6 and 7. Students lack the understanding of applying the knowledge learned into a word problem situation. Students lack the ability to justify their answers and judge the reasonable of their answers.	Create foldables, vocabulary cards, and manipulatives to help introduce new terminology as well as review previous pre-requisite skills. Use kagan strategies such as Think, Pair, Share/ t-charts/3column notes/post it note taking to deepen their understanding and help think critically about the topic Engaging students in conversation—talk to a peer about the learning going on, allowing debates about the problem at hand. Infuse CCSS during lessons.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring.
	The area of deficiency	Use of the manipulatives	Principal, Assistant	Formal, informal	Formative Common

5	noted from the 2011-2012 fcat data indicates geometry and measurement as a deficiency for grades 7 and 8. Students need additional opportunities to understand the abstract concept of 3 dimensional shapes. Students lack the ability to extract important information out of a word problem. Students lack an understanding of how to use the reference sheet in order to help solve geometric problems.	of 3d shapes to explore various attributes of the different shapes Use of virtual manipulatives on the online textbook website to help analyze shapes. Transition students from concrete representation to abstract thinking. Creating nets to help further their understanding of converting from 2d to 3d. Infuse CCSS during lessons.	Principal(s), Classroom Teachers	evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	**Not Applicable: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable:	**Not Applicable:

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 limited in basic math skills based on their cognitive impairment	Provide multiple opportunities using stimulus cards for students to combine equal sets with quantities to 30 using objects and pictures with numerals. Provide multiple opportunities using stimulus word/ picture cards to identify the category with the largest number in a pictograph representing real world situation Provide multiple opportunities using stimulus word/picture card to identify the mode in a set of data with up to 5 numbers. Build fluency of multiplication facts and related division facts of	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.

		whole numbers.			
2	Limited use of standard ruler	Provide multiple opportunities using stimulus picture card and ruler for students to add length of a sides of a rectangle. Provide multiple opportunities using stimulus picture card and ruler to measure lengths of each side of a triangle.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Assessment indicate that 26% (141) of students achieved level 4/5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency to 36% (155) as measured by the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (141)	36% (155)

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 noted from the 2011-2012 FCAT data indicates "fractions" as a deficiency for grade 6. Students are lacking a foundation of fractions and being able to connect them to real life situations. Students lack the ability to support and justify their answer due to their lack of experience and understanding of fractional relationships Statistics and expressions and equations were a deficiency for grades 6 and 8. Students need additional opportunities to review pre-requisite algebraic terminology that allows them to build foundations for newly acquired vocabulary.	Provide situations for students to engage in rigorous math dialogue and problem solving situations were students can agree or respectfully disagree through the use of collaborative learning stations Allowing students to create inventive problem solving methods Having students create their own real life situational word problem for classmates to solve Differentiate assignments, home practice, as well as assessments in order to meet the rigorousness of FCAT 2.0. Infuse CCSS during Lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics

2	The area of deficiency noted from the 2011-2012 FCAT data indicates ratios and proportional relationships as a deficiency for grades 6 and 7. Students lack the understanding of applying the knowledge learned into a word problem situation. Students lack the ability to justify their answers and judge the reasonable of their answers.	Provide situations for students to engage in rigorous math dialogue and problem solving situations were students can agree or respectfully disagree through the use of collaborative learning stations Allowing students to create inventive problem solving methods Having students create their own real life situational word problem for classmates to solve. Differentiate assignments, home practice, as well as assessments in order to meet the rigorousness of FCAT 2.0. Infuse CCSS during Lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics
3	The area of deficiency noted from the 2011-2012 FCAT data indicates geometry and measurement as a deficiency for grades 7 and 8. Students need additional opportunities to understand the abstract concept of 3 dimensional shapes. Students lack the ability to extract important information out of a word problem. Students lack an understanding of how to use the reference sheet in order to help solve geometric problems.	Provide situations for students to engage in rigorous math dialogue and problem solving situations were students can agree or respectfully disagree through the use of collaborative learning stations Allowing students to create inventive problem solving methods Giving students opportunities to create formulas to solve area of various 3d shapes Differentiate assignments, home practice, as well as assessments in order to meet the rigorousness of FCAT 2.0 Infuse CCSS during Lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	**Not Applicable In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable	**Not Applicable

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	Students limited in basic math skills based on their cognitive impairment.	Provide multiple opportunities using stimulus sentence/picture strips to use objects and picture to represent the inverse relationship between addition and subtraction facts. Provide multiple opportunities using stimulus picture card and equation strips students will solve addition facts with sums to 18 and related subtraction 1 digit fact families using the formal algorithm with numerals and signs. Provide multiple opportunities using stimulus picture cards students will identify differences between halves, fourths and a whole. Build fluency of multiplication facts and related division facts of whole numbers.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.
2	Limited use of calculator and standard ruler.	Provide multiple opportunities using calculator and stimulus sentence strips the students will solve real word addition problems with 2 digit numbers to 30 without regrouping Provide multiple opportunities using standard ruler and stimulus picture cards for students to use customary units of measurement to present length of sides squares, rectangles, triangles and add them together to find the perimeter.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics Assessment indicate that 67% (364) of students made learning gains as measured by the 2012 2.0 Mathematics FCAT Assessment. Our goal for the 2012-2013 school year is to increase the number of students making learning gains from 67% (364) to 77% (374)as measured by the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (364)	77% (374)

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 noted from the 2011-2012 FCAT data indicates “fractions” as a deficiency for grade 6. Students are lacking a foundation of fractions and being able to connect them to real life situations. Students lack the ability to support and justify their answer due to their lack of experience and understanding of fractional relationships Statistics and expressions and equations were a deficiency for grades 6 and 8. Students need additional opportunities to review pre-requisite algebraic terminology that allows them to build foundations for newly acquired vocabulary.	Math routines will be embedded in the daily instruction providing, review, direct instruction, including modeling, followed by guided practice, and independent practice Plan supplemental instruction in addition to core instruction for the students who continue to struggle with this concept. Create foldable as a visual for students to help work with the various symbols used in expressions and equations Creating interactive word walls using math terminology. Infuse CCSS during lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment data and on-going progress monitoring
2	The area of deficiency noted from the 2011-2012 FCAT data indicates geometry and measurement as a deficiency for grades 7 and 8. Students need additional opportunities to understand the abstract concept of 3 dimensional shapes. Students lack the ability to extract important information out of a word problem. Students lack an understanding of how to use the reference sheet in order to help solve geometric problems.	Provide situations for students to engage in rigorous math dialogue and problem solving situations were students can agree or respectfully disagree through the use of collaborative learning stations Allowing students to create inventive problem solving methods Giving students opportunities to create formulas to solve area of various 3d shapes Differentiate assignments, home practice, as well as assessments in order to meet the rigorousness of FCAT 2.0. Infuse CCSS during lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment data and on-going progress monitoring
	The area of deficiency noted from the 2011-2012 FCAT data indicates geometry and measurement as a deficiency for grades 7 and 8. Students need additional opportunities to understand the abstract concept of 3 dimensional shapes. Students lack the ability	Math routines will be embedded in the daily instruction providing, review, direct instruction, including modeling, followed by guided practice, and independent practice Delivering information in digestible bits so students are not	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics

3	to extract important information out of a word problem. Students lack an understanding of how to use the reference sheet in order to help solve geometric problems.	overwhelmed with the formulas. Student will choose the appropriate measuring tool they feel is needed to solve the problem, example ruler, compass, protractor, etc Infuse CCSS during lessons		Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standard	Assessment data and on-going progress monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	**Not Applicable In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable	**Not Applicable

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	Train teachers to effectively use access points	Instructional staff to participate in department and district training opportunities. Instructional staff will observe effective implementation of teaching access points school/district wide	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.
2	A broad range of knowledge and ability exists in the 9 growth model levels (emergent, achieved, commended).	Teachers will utilize FAA scores for quality instructional planning to support student growth. Teachers will provide differentiated instruction per student IEP's that reflect levels of complexity and depth of knowledge within math content.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation

					Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Assessment indicate that 18% (98) of students in the lowest 25% made learning gains as measured by the 2011 2.0 Mathematics FCAT Assessment. Our goal for the 2012-2013 school year is to increase the number of students making learning gains in the lowest quartile (25%) from 18% (98) to 23% (125) as measured by the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (98)	23%(125)

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 noted from the 2011-2012 FCAT data indicates “fractions” as a deficiency for grade 6. Students are lacking a foundation of fractions and being able to connect them to real life situations. Students lack the ability to support and justify their answer due to their lack of experience and understanding of fractional relationships Statistics and expressions and equations were a deficiency for grades 6 and 8. Students need additional opportunities to review pre-requisite algebraic terminology that allows them to build foundations for newly acquired vocabulary.	Engage students regularly in technology such as FCAT explorer, online textbook, geogebra, multiplication.com, Differentiate instruction to reach each of the students' needs and learning styles Using manipulatives to help introduce new concepts, to allow students to make connections allowing them to bridge the gap from concrete to abstract Creating visuals such as foldable/flipbooks to help students interact with the new knowledge acquired. Infuse CCSS during lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
	The area of deficiency noted from the 2011-2012 FCAT data indicates ratios and proportional relationships as a deficiency for grades 6 and 7. Students lack the understanding of applying the knowledge learned into a word problem situation. Students lack the ability to justify their	Differentiate instruction to reach each of the students' needs and learning styles Using manipulatives to help introduce new concepts, to allow students to make connections allowing them to bridge the gap from concrete to	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0

2	answers and judge the reasonable of their answers.	abstract. Infuse CCSS during lessons		Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Mathematics Assessment. Assessment data and on-going progress monitoring data
3	The area of deficiency noted from the 2011-2012 FCAT data indicates geometry and measurement as a deficiency for grades 7 and 8. Students need additional opportunities to understand the abstract concept of 3 dimensional shapes. Students lack the ability to extract important information out of a word problem. Students lack an understanding of how to use the reference sheet in order to help solve geometric problems.	Allowing students to actively interact with the math reference sheet Differentiate instruction to reach each of the students' needs and learning styles Using manipulatives to help introduce new concepts, to allow students to make connections allowing them to bridge the gap from concrete to abstract. Infuse CCSS during lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
4	Data indicated a lack of student engagement of their learning.	Students will set learning goals and track their progress during designated math routines. Students will set learning goals and track their progress by using scales and rubrics to be included in their data notebooks.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
	Limited manipulative access and integration.	Students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through hand-on experiences with grade-level appropriate numbers concepts and apply learning to solve real-life	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples.

5		problems. Provide contexts for mathematical exploration and the development of student understanding of measurement concepts by the use of manipulative and engaging opportunities practice. Provide the opportunities for data analysis to include making & stating conclusions & predictions based on data, comparing data, and determining appropriate scale increments. Infuse CCSS during lessons		Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data

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%.	Middle School Mathematics Goal # 5A : Based on the baseline from 2010-2011, 71% (192) of students achieved Level 3-5 proficiency in the FCAT Mathematics Assessment. In calculating the AMO for Mathematics Performance for 6 consecutive years in order to close the					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	76	78	81	83	

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:	INSUFFICIENT DATA AVAILABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
INSUFFICIENT DATA AVAILABLE	INSUFFICIENT DATA AVAILABLE

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
	he area of deficiency noted from the 2011-2012 FCAT data indicates “fractions” as a deficiency for grade 6. Students are lacking a foundation of fractions and being able to connect them to real life situations. Students lack the ability to support and justify their answer due	Incorporating performance scales in which students have an understanding of the goal they are trying to attain and how to get there. Incorporating kagan strategies such as the think, pair, share, allowing students to discuss their learning with others to help clarify	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics

1	to their lack of experience and understanding of fractional relationships Statistics and expressions and equations were a deficiency for grades 6 and 8. Students need additional opportunities to review pre-requisite algebraic terminology that allows them to build foundations for newly acquired vocabulary.	their misconceptions Develop hands on experiences for students to deepen their algebraic understanding to help create abstract thinking through the use of concrete materials. Infuse CCSS during lessons		and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Assessment data and on-going progress monitoring
2	The area of deficiency noted from the 2011-2012 FCAT data indicates ratios and proportional relationships as a deficiency for grades 6 and 7. Students lack the understanding of applying the knowledge learned into a word problem situation. Students lack the ability to justify their answers and judge the reasonable of their answers.	Math routines will be embedded in the daily instruction providing, review, direct instruction, including modeling, followed by guided practice, and independent practice Create real life situations such as shopping to deepen their understand of unit rate and ratios Embed these types of problems in daily warm-up problems. Infuse CCSS during lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment data and on-going progress monitoring
3	The area of deficiency noted from the 2011-2012 FCAT data indicates geometry and measurement as a deficiency for grades 7 and 8. Students need additional opportunities to understand the abstract concept of 3 dimensional shapes. Students lack the ability to extract important information out of a word problem. Students lack an understanding of how to use the reference sheet in order to help solve geometric problems.	Math routines will be embedded in the daily instruction providing, review, direct instruction, including modeling, followed by guided practice, and independent practice Delivering information in digestible bits so students are not overwhelmed with the formulas. Student will choose the appropriate measuring tool they feel is needed to solve the problem, example ruler, compass, protractor, etc. Infuse CCSS during lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and analysis of mathematical samples. Summative 2013 FCAT 2.0 Mathematics Assessment data and on-going progress monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NO AMO DATA AVAILABLE

2012 Current Level of Performance:	2013 Expected Level of Performance:
NO AMO DATA AVAILABLE	NO AMO DATA AVAILABLE

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	ELL subgroup lacked an understanding of the Number Operations concept in the English Language which has limited student growth.	Increase the usage of Rosetta Stone for students with limited proficiency in the English Language. Increase the use of Criss strategies in the classroom. Provide real life contexts for mathematical explorations and develop student understanding through the use of manipulatives, oral discussions, and demonstrations during instructional time. Infuse CCSS during lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
2	Students lack the ability to visualize concepts in the abstract.	Provide context for mathematical exploration through the use of manipulatives to enable students to move from the abstract to the concrete. Infuse CCSS during lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
	Students lack basic mathematical skills to function at grade level	Early identification of students. Placement in appropriate interventions. Monitor student progress and regroup using data. Infuse CCSS during lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical

3				will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
4	Data indicated a lack of student engagement of their learning.	Students will set learning goals and track their progress during designated math routines. Students will set learning goals and track their progress by using scales and rubrics to be included in their data notebooks. Infuse CCSS during lessons	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring 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 mathematics. Mathematics Goal #5D:	NO AMO DATA AVAILABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
NO AMO DATA AVAILABLE	NO AMO DATA AVAILABLE

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
	Appropriate and timely placement of students in interventions has been an obstacle.	Utilizing data identify Tier 2 and Tier 3 students and place appropriate interventions within the first month of the 2012-2013 school year and monitor student progress	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis

1		using data from the District Benchmark Assessments. Assessment.		meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
2	Limited manipulative access and integration	Students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through hand-on experiences with grade-level appropriate numbers concepts and apply learning to solve real-life problems.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring data
3	Students lack the ability to connect mathematical concepts to the real world.	Use literature in mathematics to provide the necessary meaning for children to successfully grasp mathematical concepts and allow students to make connections with real-world situations.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative assessments such as District Benchmarks Assessments, classroom made tests, and analysis of mathematical samples. Summative: 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	NO AMO DATA AVAILABLE Based on last years report the ED met AYP goals. Will await AMO Report to confirm 2012 data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NO AMO DATA AVAILABLE	NO AMO DATA AVAILABLE

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				

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2011-2012 EOC Algebra 1 Test indicates that 49% (17) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students that are proficient in level 3 to 59% (21) as measured by the 2013 EOC Algebra 1 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (17)	59%(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	Understanding how to create and implement performance learning goal scales in all academic areas.	West Gate teachers will participate in ongoing Professional Development to help build the knowledge and skills of teachers to effectively create and use Learning goals performance scales in all subject areas.	Principal, Assistant Principal(s), Classroom Teachers District Liaison	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for	Compilation of all final performance learning goal scales for all learning goals in the District's Scope and Sequence and observation of proper implementation.

					rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	
2	Achieve a higher level of proficiency in mathematics (3-8) Understanding how to use an implement the EOC Items Specifications	Teachers will use the CCSS/NGSSS to increase the rigor of the Mathematics Curriculum. Professional Development in the utilization of Item Specs to increase academic achievement on the EOC Algebra and Geometry Tests.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and data analysis. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring.
3	Students need additional opportunities to review pre-requisite skills that create the ability for them to develop a solid foundation for newly learned skills	1. Embed mathematics practices for integrating the common core information into daily instruction. This includes: a.Make sense of problems and persevere in solving them b.Reason abstractly and quantitatively c.Construct viable arguments and critique the reasoning of others d.Model with mathematics e.Use appropriate tools strategically f.Attend to precision g.Look for and make use of structure h.Look for and express regularity in repeated reasoning 2. Create opportunities to integrate various manipulatives to create real life connections 3. Differentiate instruction to reach each of the students' needs and learning styles.	Principal, Assistant Principal(s), Classroom Teachers District Liasion	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and data analysis. Summative: 2013 EOC Algebra 1 Assessment. Assessment data and on-going progress monitoring
	Students need additional opportunities to develop a foundation of how to use and apply strategies and formulas available on the mathematics reference sheet.	1. Create opportunities to explore and understand uses for reference sheet 2. Develop daily warm-up problems that incorporate the use of the reference sheet.	Principal, Assistant Principal(s), Classroom Teachers District Liasion	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of	Formative Common Assessments such as District Benchmarks Assessments, and data analysis. Summative: 2013 EOC Algebra 1 Assessment.

4				school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Assessment data and on-going progress monitoring
5	Students need additional opportunities to review pre-requisite algebraic terminology that allows them to build foundations for newly introduced terminology.	1. Utilize daily warm-ups to review previous learned terminology. 2. Develop hands on activities such as, T-Charts, Three-column notes, thinking maps and foldables to illustrate previously learned and newly introduced terminology.	Principal, Assistant Principal(s), Classroom Teachers District Liasion	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and data analysis. Summative: 2013 EOC Algebra 1 Assessment. Assessment data and on-going progress monitoring
6	Students need additional opportunities to understand the functions of the daily technology available in their learning.	1. Integrate algebraic programs and activities available on http://education.ti.com to assist students while learning how to use the functions of the TI-84 calculator. 2. Create opportunities to integrate and utilize excel spreadsheets when applying algebraic formulas to solve problems.	Principal, Assistant Principal(s), Classroom Teachers District Liasion	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and data analysis. Summative: 2013 EOC Algebra 1 Assessment. Assessment data and on-going progress monitoring

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 EOC Algebra 1 Test indicates that 48% (17) of students achieved Level 4 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students that are proficient in level 4 to 58% (20) as measured by the 2013 EOC Algebra 1 Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (17)	58% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	While these students perform at a high level, involving them in rigorous conversations and dialogue about real-world problems and abstract concepts will deepen their understanding. The primary area of deficiency is polynomials and rationals, radicals, quadratics, and discrete mathematics. Opportunities exist provide additional instructional experiences in this area.	1. Provide an opportunity for students to engage in rigorous mathematical dialogue and problem solving activities through the use of collaborative learning centers. 2. Produce opportunities for students to use algebraic manipulatives to reinforce operations of polynomials.	Principal, Assistant Principal(s), Classroom Teachers District Liaison	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and data analysis. Summative: 2013 EOC Algebra 1 Assessment. Assessment data and on-going progress monitoring
2	Students need additional opportunities to integrate technology into their learning.	Engage students regularly various technological tools such as FCAT explorer and Geogebra.	Principal, Assistant Principal(s), Classroom Teachers District Liaison	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments such as District Benchmarks Assessments, and data analysis. Summative: 2013 EOC Algebra 1 Assessment. Assessment data and on-going progress monitoring
	Students need additional opportunities to make	Provide students with opportunities to analyze	Principal, Assistant Principal(s),	Formal, informal evaluations and snapshot	Formative Common Assessments such

3	real life connections to algebraic concepts.	algebraic concepts through group discussion.	Classroom Teachers District Liaison	classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	as District Benchmarks Assessments, and data analysis. Summative 2013 EOC Algebra 1 Assessment. Assessment data and on-going progress monitoring

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : Based on the baseline from 2010-2011, 90 % of students achieved Level 3-5 proficiency in the EOC Algebra 1 Assessment. In calculating the EOC Algebra Performance for 6 consecutive years (2017) students must achieved a minimum					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	91	92	93	93	94	

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Not Applicable: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable	**Not Applicable

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:

3C. English Language Learners (ELL) not making	

satisfactory progress in Algebra. Algebra Goal #3C:	Not Applicable: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
** Not Applicable	**Not Applicable:

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Not Applicable: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable:	Not Applicable:

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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	**Not Applicable: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
** Not Applicable	** Not Applicable

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				

Geometry End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	TThe results of the 2011-2012 EOC Algebra 1 Test indicates that 48% (17) of students achieved Level 4 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students that are proficient in level 4 to 58%(20) in Algebra 1 measured by the 2013 EOC Algebra 1 Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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	Understanding how to create and implement performance learning goal scales in all academic areas.	West Gate teachers will participate in ongoing Professional Development to help build the knowledge and skills of teachers to effectively create and use Learning goals performance scales in all subject areas.	Principal, Assistant Principal (s), Classroom Teachers District Liaison	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Compilation of all final performance learning goal scales for all learning goals in the District's Scope and Sequence and observation of proper implementation.
	Achieve a higher level of proficiency in mathematics (3-8) Understanding how to use an implement the	Teachers will use the CCSS/NGSSS to increase the rigor of the Mathematics Curriculum.	Principal, Assistant Principal (s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during	Formative Common Assessments such as District Benchmarks Assessments, and

2	EOC Items Specifications	Professional Development in the utilization of Item Specs to increase academic achievement on the EOC Algebra and Geometry Tests.		weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	data analysis. Summative 2013 FCAT 2.0 Mathematics Assessment. Assessment data and on-going progress monitoring.
3	Students need additional opportunities to review pre-requisite skills that create the ability for them to develop a solid foundation for newly learned geometry skills	1. Embed mathematic practices for integrating the common core information into daily instruction. This includes: a.Make sense of problems and persevere in solving them b.Reason abstractly and quantitatively c.Construct viable arguments and critique the reasoning of others d.Model with mathematics e.Use appropriate tools strategically f.Attend to precision g.Look for and make use of structure h.Look for and express regularity in repeated reasoning 2. Develop opportunities to integrate various manipulatives to enable students to move from concrete to abstract understanding	Principal, Assistant Principal (s), Classroom Teachers District Liasion	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards .	Formative Common Assessments such as District Benchmarks Assessments, and data analysis. Summative 2013 Geometry EOC Assessment. Assessment data and on-going progress monitoring
4	Students need additional opportunities to develop a foundation of how to use and apply strategies and formulas available on the mathematics reference sheet.	1. Create opportunities to explore and understand uses for reference sheet 2. Develop daily warm-up problems that incorporate the use of the reference sheet.	Principal, Assistant Principal (s), Classroom Teachers District Liasion	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)and depth of knowledge using the Marzano Taxonomy-Cognitive.	Formative Common Assessments such as District Benchmarks Assessments, and data analysis. Summative 2013 Geometry EOC Assessment. Assessment data and on-going progress monitoring

				Performance Scales for tested Standards .	
5	Students need additional opportunities to understand the functions of the daily technology available in their learning.	1. Involve student in solving complicated proofs, graphs, and manipulating 3D objects in a 2D space. 2. Integrate interactive and virtual manipulations while analyzing 3D shapes. 3. Transition students from concrete representation to abstract understand and back.	Principal, Assistant Principal (s), Classroom Teachers District Liasion	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System)and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards .	Formative Common Assessments such as District Benchmarks Assessments, and data analysis. Summative 2013 Geometry EOC Assessment. Assessment data and on-going progress monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	** Not Applicable for the 2011-2012 Geometry EOC. Data was based on a TScore and only 3 Achievement Levels were provided by the state.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : Based on the baseline from 2011-2012, 86% (18)of students achieved Level 3-5 proficiency in the EOC Geometry Assessment. In calculating the EOC Algebra Performance for 6 consecutive years (2017) students must achieved a minimum

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	87	88	90	91	

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	**Not Applicable: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable	**Not Applicable

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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	**Not Applicable: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable	**Not Applicable

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	**Not Applicable: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable No SWD were enrolled in Geometry Honors	**Not Applicable No SWD were enrolled in Geometry Honors

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:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	**Not Applicable In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable	**Not Applicable

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				

End of Geometry EOC 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
Common Core Standards	3-8	Avilla-MS Bowman-Elementary	3-8 Teachers	Ongoing throughout from August 2012-June 2013	Planning time meetings, Classroom observation Feedback	Principal Assistant Principal(s)
SLC Framework/Math Routines	K-8	Teachers	K-8/Math Teachers	Ongoing throughout from August 2012-June 2013	Planning time meetings, Classroom observation Feedback	Principal Assistant Principal(s)
Learning Goals and Permanence Scales	3-8	Principal/assistant Principal (s) District Liaison	3-8 Teachers	Ongoing throughout from August 2012-June 2013	Planning time meetings, Classroom observation Feedback	Principal Assistant Principal(s)
Item Specs for Algebra 1 and Geometry	7th and 8th	Noya	7th and 8th Grade teachers	Ongoing throughout from August 2012-June 2013	Classroom Observation/Lesson Plans	Principal Assistant Principal(s)
Ruby Payne/Understand Poverty	K-8/All	N. Lucas	School-Wide	Ongoing throughout from August 2012-June 2013	Classroom Observation Feedback	Principal Assistant Principal(s

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2011-2012 FCAT 2.0 Science FCAT Assessment indicate that 33% (49) of students achieved proficiency level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 43% (54) as measured by the 2013 FCAT 2.0 Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 5/8 33% (49)	Grade 5/8 43% (54)

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 area of deficiency noted from the 2011 – 2012 FCAT data indicates the strand “Reading Application “ as a deficiency school-wide.	West Gate K-8 teachers will focus on the CCSS/NGSSS to develop a rigorous Reading Curriculum Cross Curricula- all grade levels.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common	Formative Common Assessments such as District Benchmarks Assessments, mini-bats assessments, and analysis of reading samples. Summative 2013 FCAT 2.0

1				Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Reading Assessment. Assessment data and on-going progress monitoring.
2	Understanding how to create and implement performance learning goal scales in all academic areas.	West Gate teachers will participate in ongoing Professional Development to help build the knowledge and skills of teachers to effectively create and use Learning goals performance scales in all subject areas.	Principal, Assistant Principal(s), Classroom Teachers District Liaison	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Compilation of all final performance learning goal scales for all learning goals in the District's Scope and Sequence and observation of proper implementation.
3	Understanding STEM Disciplines	West Gate Science teachers will infuse STEM activities during their science classes to better understand trans-disciplinary teaching. Professional Development will be provided on ongoing basis throughout the planning year.	Principal, Assistant Principal(s), Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Formative - Project Based Rubrics and Narrative Assessments. (See Stem Portion of the SIP)
	The areas of deficiency as noted on the administration on the 2012 FCAT Science Test: Grade 5	Teachers will attend professional development, conduct Learning Communities (LC) and employ the	Principal, Assistant Principal(s), Classrooms Teachers/Science	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share	Formative: Common Assessments and District Benchmarks

	4	Physical Science and Grade 8 Physical and Life Science. Earth and Space science must continue to be a priority as well, in both assessed grades. Increased higher order questioning and activities need to be incorporated into the curriculum to improve the proficiency in the deficient areas. In addition, the need to build in review strategies, for content taught in the lower grades must be utilized. (Students in grade 5 are assessed content taught in grades 3, 5 and 5. Students in grade 8 are assessed content taught in grade 6 and 7, hence the weakness in Life and Physical science).	common planning strategy to assure that all students have equal learning opportunities and provide opportunities for students to explore their surroundings for evidence of cause and effect relationship (a key ingredient for understanding science content) and by incorporating hands on lab investigations and field studies. Provide students with the opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills. Students should be both challenged daily and allowed to explain their level of understanding in a comfortable and congenial classroom setting. To infuse the common core, in science curriculum, both reading and language arts, , will increase the use of explicit science reading material (including the use of leveled readers) in all content areas. Working with the Math Department, the Science Department will provide science examples of math standards being taught, to allow the students to understand that science and math are interrelated in the real world. Science and Math are not independent of one another. Facilate achievement/data chats with students and teachers to identify areas of strengths and weaknesses. Schedule Bi Weekly Fusion Virtual Labs time and opportunity for experimental activities to develop independent and/or	Department Head/Team Leaders	best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards Evidence of lab reports and science based projects.	Assessments Summative: 2013 FCAT 2.0 Science Assessment		

			experimental projects through instructional block. Encourage all students to use the Fusion Virtual Lessons to review and reinforce classroom instruction, utilizing "Think Central" from home via the Internet. Provide students with the opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills. In addition, the use of additional informational text will assist in increasing the understanding of text complexity. Within the Science FCAT test questions, is information, that will assist students in using the proper strategies to get the correct answer.				
	5	Students continue to exhibit extremely limited depth of knowledge, understanding and re-call (from lower grades) in grade 5 pertaining to Earth and Space and Physical Science and Grade 8 Physical and Life Science as well as Earth and Space Science. Students need exposure to real world applications and connections to other subject matter	Monthly joint Math and Science meetings to discuss benchmarks that correlate to the current subject matter and to discuss student misconceptions in both content areas. Facilitate achievement/data chats with students and teachers to identify areas of strengths and weaknesses. Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school to design and implement strategies to increase inquiry-based learning of the Life and Environmental Sciences and Earth Space Sciences. In order to reinforce prior knowledge, we will continue to infuse 3rd and 4th grade standards in 5th grade and 6th and 7th grade standards in 8th grade. One strategy to accomplish this goal is the use of a Science Daily activity.	Principal, Assistant Principal(s), Classrooms Teachers/Science Department Head/Team Leaders	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards Evidence of lab reports and science based projects. Monthly review of math content and its correlation to the science content for discussion of students misconceptions and depth of content for each.	Formative: Common Assessments and District Benchmarks Assessments Project Based Rubrics and Peer judging and reviews Summative: 2013 FCAT 2.0 Science Assessment

6	Lack of activities focusing on synthesis of content by the generating and testing of hypotheses.	1) integrate error analysis and support for a claim, (2) teacher modeling the processes of prediction, testing, and re-examining predictions, (3) engagement in tasks focusing on experimental inquiry, problem-solving, decision-making, and investigations of a projective and/or historical nature. Schedule Bi Weekly Fusion Virtual Labs time and opportunity for experimental activities to develop independent and/or experimental projects through instructional block. Encourage all students to use the Fusion Virtual Lessons to review and reinforce classroom instruction, utilizing "Think Central" from home via the Internet. Teachers will continue to instruct using the "chunking method" (small bites of instruction) and monitor student progress constantly in order to identify the areas where reteaching is necessary. The use of Mini-Bats will be continued, to quickly assess the students understanding of content, and identify the areas where re-teaching and review are needed.	Principal, Assistant Principal(s), Classrooms Teachers/Science Department Head/Team Leaders	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards Evidence of lab reports and science based projects.	Formative: Common Assessments and District Benchmarks Assessments Project Based Rubrics and Peer judging and reviews Summative: Summative: 2013 FCAT 2.0 Science Assessment
7	ESE/ESOL-Lack of understanding of Science Terminology	The use personal Science Dictionary, word banks, using word walls and the use of technology to enhance vocabulary. Study buddy-Take 5 Close Notes	Principal, Assistant Principal(s), Classrooms Teachers/Science Department Head/Team Leaders ESE Specialists	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and	Formative: Common Assessments and District Benchmarks Assessments Science projects, lab reports. Project Based Rubrics and Peer judging and reviews Summative: 2013 FCAT 2.0 Science Assessment

				depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	
8	Time constraints for teachers to conduct Student Achievement Chats at the Middle School Level.	Teachers will conduct Student Achievement Chats following reading assessments. As a result of these Chats students will monitor their own data through out the school.	Principal, Assistant Principal(s), Classrooms Teachers Guidance Counselors	Log of Student Achievement Chats Logs of Achievement Chat results shared at Leadership Meetings.	Administration and Guidance Counselors will randomly pull students to share their most recent assessment to determine if data chats are successful.
	Lack of progress in understanding “Science Vocabulary”, from the abstract to the concrete which is an area of potential weakness in all Science lasses.	Differentiated Instruction is necessary for vocabulary to be successful to students. We will use leveled readers, per content strand area, for all students reading below grade level. Understanding science vocabulary and the ability to comprehend the science content are the KEY ingredients to continued growth. The continued use of Word Walls, Word Sorts Making and Building Words, and word mapping will be strategies employed to continue to improve students’ abilities to make meaning of words and phrases in context. The use of a “Science Daily” daily activity, will reinforce both content from previous years, in addition to reviewing the necessary vocabulary to assure continued understanding. Students will be taught to read and comprehend informational science text, in Reading, Language Arts in addition to Science. Math skills will be infused into science lessons where applicable. Include Differentiated Instructional Strategies to target	Principal, Assistant Principal(s), Classrooms Teachers/Science Department Head/Team Leaders	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative: Common Assessments District, Benchmarks Assessments, Science projects, lab reports. Project Based Rubrics and Peer judging and reviews Summative: 2013 FCAT 2.0 Science Assessment

9		skills in areas of affixed, word relationships, context clues, signal words, and multiple meaning words, as they apply to specific science content, during rotation models to target students who have not made proficiency on formal and informal assessments. The use of Mini-Bat Assessments will be used to quickly monitor the students understanding of content, and identify the areas where re-teaching and review are needed. Utilize selective underling, highlighting in the Fusion Consumable, and the use of marginal note taking strategy to improve comprehension of text and questions. During classroom instruction teachers will constantly monitor the students understand of both comprehension and vocabulary. All students will keep an inter active Science Journal to record their knowledge, observations and reflections of what they have learned. It is not about what the students has been taught, but what knowledge the student has grasped, based upon the instruction.			

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:	**Not Applicable: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable	**Not Applicable

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	Train teachers to effectively use access points	Instructional staff to participate in department and district training opportunities. Instructional staff will observe effective implementation of teaching access points school/district wide	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.
2	Opportunity for students to learn the language of science	Teachers will use FAA scores to plan differentiated instruction Teacher will ensure students will have multiple opportunities of reteaching of science access points Teachers will provide multiple opportunities for students to draw conclusions, restate, paraphrase and summarize science material.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT 2.0 Science FCAT Assessment indicate that 19% (28) of students achieved proficiency level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 29% (31) as measured by the 2013 FCAT 2.0 Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 5/8 19% (28)	Grade 5/8 29% (31)

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 enrichment and projects to apply concepts to real world situations.	The use of real world application projects in all grade levels specifically but not limited to: The Interdisciplinary projects in 5-8th grade Science Fair project in 8th grade solving a real world problem Integration of curriculum in grades 5-8. Facilitate achievement/data chats with students	Principal, Assistant Principal(s), and Science Department Head/Team Leader Classroom Teachers	Teacher feedback/share best practices during weekly departmental meetings. On a Monthly basis teachers/administrators will review the results of school-wide District Benchmark Assessment Data, to monitor student progress. Lesson plans. Rubrics Evidence of lab reports and science based projects.	Formative: Common Assessments and District Benchmarks Assessments Project Based Rubrics and Peer judging and reviews Summative: 2013 FCAT 2.0 Science Assessment
2	Students need additional support to conduct independent projects utilizing technology and the scientific method.	Participate in higher order thinking activities involving science, technology, and engineering projects.	Principal, Assistant Principal(s), and Science Department Head/Team Leader Classroom Teachers	Teacher feedback/share best practices during weekly departmental meetings. On a Monthly basis teachers/administrators will review the results of school-wide District Benchmark Assessment Data, to monitor student progress. Lesson plans. Rubrics Evidence of lab reports and science based projects.	Formative: Common Assessments and District Benchmarks Assessments Project Based Rubrics and Peer judging and reviews Summative: 2013 FCAT 2.0 Science Assessment
3	Time constraints for teachers to conduct Student Achievement Chats at the Middle School Level.	Teachers will conduct Student Achievement Chats following reading assessments. As a result of these Chats students will monitor their own data through out the school.	Principal, Assistant Principals, Classroom Teachers Guidance Counselors	Log of Student Achievement Chats Logs of Achievement Chat results shared at Leadership Meetings.	Administration and Guidance Counselors will randomly pull students to share their most recent assessment to determine if data chats are successful.

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:	**Not Applicable: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
**Not Applicable:	**Not Applicable:
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	Train teachers to effectively use access points	Instructional staff to participate in department and district training opportunities. Instructional staff will observe effective implantation of teaching access points school/district wide	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.
2	Students have processing challenges for recalling information and supporting details that will limit their abilities to be able to sequence steps in an experiment	Use research-based strategies and methodologies to explicitly teach targeted identified deficit skills. Teachers will plan and provide multiple opportunities for science experiments.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next Generation Sunshine State Standards Access Points.
3	Students have decoding challenges that will limit their processing and comprehension of Science information	Teachers will align reading material for students to have access to science vocabulary. Teachers will create a science word wall to enhance vocabulary.	Principal/Assistant Principal(s) ESE Specialist Classroom Teachers Speech and Language Pathologist (SLP)	Teacher Pedagogy Methods (Utilization of Picture Cards Monthly Review of Data	Formative Assessments Brigance (2x year) Teacher Made Assessments to monitor students' knowledge, skills, and abilities in relation to the established Next Generation Sunshine State Standards. Summative Assessment: 2013 Florida Alternative Assessment-Next

					Generation Sunshine State Standards Access Points.

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
Professional Learning Community (PLC) on Infusing (CCSS) to assure all students have equal learning opportunities.	3-8	Teachers	All Teachers grades 3-8	Ongoing from August 2012-June 2013.	Monthly Agendas, Meeting times Signatures (Monitor (PLC logs)	Principal and Assistant Principal(s)will monitor Instructional Practices
St. Lucie Framework	All	Trained staff and District Liasion	School-wide	Ongoing from August 2012-June 2013.	Administrators will meet with teachers to discuss and provide feedback to improve instructional practices.	Principal and Assistant Principal(s)will monitor Instructional Practices
Creating Performance Scales	3-8	Trained staff and District Liasion	All Teachers grades 3-8	Ongoing from August 2012-June 2013.	Administrators will meet with teachers to discuss and provide feedback to improve performance Scales. District Liasion will provide feedback to administration.	Principal and Assistant Principal(s)will monitor Instructional Practices

Science Budget:

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

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:	The results of the 2011-2012 FCAT 2.0 Writing FCAT Assessment indicate that 80% (248) of students in grades 4th and 8th achieved proficiency level 3.0 or higher. Our goal for the 2012-2013 school year is to increase student proficiency of all students scoring 4.0 or higher to 90% (279) as measured by the 2013 FCAT 2.0 Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (248)	90% (273)

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 the necessary skills needed to incorporate real life experiences in their writing.	Select writing graphic organizers will be utilized cross-curriculum to ensure student mastery. Grades K-5 will use the Write from the Beginning strategies to increase student writing performance. Grades 6-8 will use Write for the Future strategies to increase student writing performance. Students will be exposed to explicit instruction in the writing process. Language Arts and Social Studies teachers will collaborate on writing assignments. Expose students to writing strategies that build voice. Students will also be exposed to student writing samples from last year who scored a 5 and 6. Incorporate mini workshops to address the steps of the writing process. Incorporate the writing process daily in Language Arts and Social Studies classes. Focusing on a variety of writing modes that will target the	Principal, Assistant Principal(s), and Language Arts Department Head/Team Leader Classroom Teachers	Formal, informal evaluations and snapshot classroom walkthroughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of a quarterly school-wide writing prompt data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards Review selected graphic organizers to be utilized cross-curricular to ensure student mastery. Review student folders for consistent use of the graphic organizers across all subject areas. Recording All writing prompts	Summative: 2013 FCAT 2.0 Writing scores. Formative: Student Writing samples

		various types of prompts. Writing across the curriculum will take place on a weekly basis. Emphasis will be placed on focus and support, using graphic organizers. Student and teacher writing conferences using editor's checklist will take place. Students will engage in the peer revision and editing process. Writing samples will be reviewed and scored monthly.		Narrative/Expository /Persuasive on performance to monitor student progress.	
2	Students lack proper use of conventions.	Remediation in basic writing and grammar skills will be modeled as bell work at the beginning of the instructional period.	Principal, Assistant Principal(s), and Language Arts Department Head/Team Leader Classroom Teachers	Formal, informal evaluations and snapshot classroom walkthroughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of a quarterly school-wide writing prompt data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards Review student folders for monthly writing assessments	Summative: 2013 FCAT 2.0 Writing Assessment. Formative: Student Writing samples
	The area of deficiency as noted on the 2012 administration of the fourth and eighth grade FCAT Writing Test was focus, conventions, support and conventions. Students need to enhance their writing by adding personal experiences and use of elaborate vocabulary that are relevant to the writing prompt.	Formulate a writing plan which includes developing a Writer's Notebook and/or Portfolio centered on prewriting, drafting, revising, editing, and publishing. Model effective writing; use mentor text, rubrics and anchor papers; incorporate sentence variety, writing conferences and writing for a variety of audiences and purposes (Focus, Organization, Support, conventions)-WritingProcess Develop writing techniques for a variety of audiences and purposes, use figurative and descriptive language to convey style and tone, understand how word connotations/denotations	Principal, Assistant Principal(s), and Language Arts Department Head/Team Leader Classroom Teachers	Administer and score students' monthly writing prompts to determine if adequate progress is being made. Teachers/Administrators will review the results of a quarterly school-wide writing prompt data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Summative: 2013 FCAT 2.0 Writing Assessment. Formative: Student Writing samples

	3		impact meaning, analyze mentor text such as poetry, speeches, print and media advertisements to enrich student writing (Creative, Informative, Persuasive-Writing Application Reflect and infuse the expectations of the Common Core standards per grade level. Spiral Curriculum Students in fourth grade will use the writing process daily while working with peers to analyze , edit, and revise their writing based on the FCAT rubric component: Focus, Organization, Support, and Conventions. In addition, • responding to other writers and receiving feedback on writing using TAG(T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q-question a part of the writing to assist with clarity, S- suggest a way to assist with improvement). Students in eighth grade will use the writing process daily while working with peers to analyze, edit, and revise their writing based on the FCAT Rubric. During writing instruction students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop elaboration. Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive techniques. Write in a variety of expository forms (journal, log, newsletter article),				

		and record information (observations, notes, lists, labels, charts) related to a topic.			
4	Time constraints for teachers to conduct Student Achievement Chats at the Middle School Level.	Teachers will conduct Student Achievement Chats following writing prompt assessments and Document Based Essays (DBQ) in Social Studies. As a result of these Chats students will be able to monitor their writing skills utilizing teacher feedback through out the school year.	Principal, Assistant Principals, Classroom Teachers Guidance Counselors	Log of Student Achievement Chats Logs of Achievement Chat results shared at Leadership Meetings.	Administration and Guidance Counselors will randomly pull students to share their most recent assessment to determine if data chats are successful.

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:	The results of the 2011-2012 FCAT 2.0 Writing FCAT Assessment indicate that 23% (72) of students in grades 4th and 8th achieved proficiency level 4.0 or higher. Our goal for the 2012-2013 school year is to increase student proficiency of all students scoring 4.0 or higher to 90% (279) as measured by the 2013 FCAT 2.0 Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (72)	90% (279)

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 editing and proofreading	Co-Constructing-Writing Strategies Helping Students design strategies to solve their own writing problems Infuse Common Core State Standards	Principal, Assistant Principal (s), and Language Arts Department Head/Team Leader Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Summative: 2013 FCAT 2.0 Writing scores. Formative: Student Writing samples
	Lack of proper planning and outlining ideas to communicate and express themselves effectively on paper	The Q2O Strategy A planning strategy which takes students from questions to an outline in the process	Principal, Assistant Principal (s), and Language Arts Department	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share	Summative: 2013 FCAT 2.0 Writing scores. Formative:

2		of preparing to write a research paper. Infuse Common Core State Standards	Head/Team Leader Classroom Teachers	best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Student Writing samples
3	Lack of structure, support, and conclusion which spans a paragraph and summarizes ideas presented throughout the paper.	IBC Strategy is a prewriting strategy that provides students with a way of organizing information for their essays to ensure that they have enough support in each paragraph to prove their points. It helps students to understand that not only does their essay have an introduction, a body, and a conclusion, but each paragraph should have an introduction, a body, and a conclusion also. Infuse Common Core State Standards	Principal, Assistant Principal(s), and Language Arts Department Head/Team Leader Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive. Performance Scales for tested Standards	Summative: 2013 FCAT 2.0 Writing scores. Formative: Student Writing samples
4	Use of Cite Sources/Paraphrasing	Your Words/Their Words Strategy strategy is a pre-writing strategy that provides students with a way of referring to texts they are reading to get information for their writing. The strategy bridges the gap between reading and writing by helping writers to incorporate ideas from their reading into their writing. This strategy show students how to think of their writing as creating a series of alternating but related blocks of text. Students learn to solve the problem of making reference to sources by alternating their own	Principal, Assistant Principal(s), and Language Arts Department Head/Team Leader Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonomy-Cognitive.	Summative: 2013 FCAT 2.0 Writing scores. Formative: Student Writing samples

		words with the words of other writers by paraphrasing and quoting from their reading and research. Infuse Common Core State Standards		Performance Scales for tested Standards	

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 Writing Strategies	4th and 8th Grade Language Arts Teachers	Teachers	All 4th and 8th Grade Language Arts Teachers	August 2012- May 2013- Ongoing	Quarterly Monthly Prompts- Vertical and Horizontal Planning	Principal, Assistant Principal(s) 4th and 8th Grade Teachers
Elaboration and expanding Ideas	4th and 8th Grade Language Arts Teachers	Teachers	All 4th and 8th Grade Language Arts Teachers	August 2012- May 2013- Ongoing	Quarterly Monthly Prompts- Vertical and Horizontal Planning	Principal, Assistant Principal(s) 4th and 8th Grade Teachers
Write from the Beginning	K-5	Teachers	K-5 Teachers/ESE Teachers	August 2012- May 2013- Ongoing	Quarterly Monthly Prompts	Principal, Assistant Principal(s) K-5th Grade Teachers
Write for the Future	6-8	Teachers	6-8 Teachers/ESE Teachers	August 2012- May 2013- Ongoing	Quarterly Monthly Prompts	Principal, Assistant Principal(s) 6-8th Grade Teachers

Writing Budget:

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

Civics End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Based on District May SAFE Exam 2012 Data The results of the 2011-2012 District SAFE Exam Cumulative-(SE1 and SE 2) indicate that 25% (173) of students achieved 80% or above. Our goal for the 2012-2013 school year is to increase the percentage of students from 25% to 35% (179) as measured by the 2013 Teacher Made Common Assessment –Cumulative (SE1 and SE2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (173)	35% (179)

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 noted on the 2012 Civics Semester 2 District SAFE Exam are as follows: Students lack the necessary skills to demonstrate an understanding of the origins and purposes of government, law and American political system. Students lack the necessary skills to identify the relationship and division of powers between the federal government and state governments. Students lack the necessary skills needed evaluation constitutional rights and their impact on individual and society.	Students will identify and describe the Enlightment ideas of seperation of powers, natural law, and social contact through the use of Thinking Maps. Students will use historical and contemporary documents; such as maps, timelines, charts, graphs, and tables to understand Enlightment ideas. Students will be exposed to specific vocabulary such as: system of federalism by using a concept map and semantic webbing. Students will need to compare, using Thinking Maps, concurrent powers, enumerated powers, reserved powers, and delegated powers as they relate to state and federal government. Students will use scenarios to recognize and evaluate options for exercising constitutional rights by	Principal, Assistant Principal(s), and Civics Department Head/Team Leader Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments, District Benchmarks. Summative: 2012-2013 Common Assessments (Cummulative S1 and S2)

		using Civics based interactive websites and DBQ activities. Students will create scenarios based on constitutional rights and students will respond by creating Multi-Flow Maps. Students will receive instruction in building vocabulary using word building strategies. Students will also diagram (using a brace map) the levels functions and powers of state and federal courts. Expose students to analyze primary source documents pertaining to international incidents to determine the course of action taken by the U.S. through interactive historical analysis programs located on Library of Congress and the use of role playing.			
	Students lack the necessary skills needed to diagram the levels, functions, and powers of courts at the state and federal levels. Students lack the necessary skills to describe examples of how the United States has dealt with international conflicts.				
2	Use of Cite Sources/Paraphrasing	Expose students to prewriting strategy that provides students with a way of referring to texts they are reading to get information for their writing. The strategy bridges the gap between reading and writing by helping writers (historians/researchers) to incorporate ideas from their reading into their writing regarding Project Citizen. This strategy show students how to think of their writing and how they are going to get their point of view across to their listeners. Students learn to solve problem of making reference to sources by alternation their own words with their own words with the words of other writers by paraphrasing and quoting from their reading and research.	Principal, Assistant Principal (s), and Civics Department Head/Team Leader Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments, District Benchmarks. Summative: 2012-2013 Common Assessments (Cummulative S1 and S2)
	Students lack the skill needed to analyze and answer moderate and high complexity type questions.	Students will be exposed in engaging mental processing beyond recalling or reproducing a response. Students will have the opportunity to create these type of questions and test their peers. Students will also be	Principal, Assistant Principal (s), and Civics Department Head/Team Leader Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results	Formative Common Assessments, District Benchmarks. Summative: 2012-2013 Common Assessments

3		exposed to Data Based Questioning strategies and curriculum. Students will be required to analyze documents and list what they observe. Students will then question each other on the purposes, and origins of these documents.		of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	(Cummulative S1 and S2)
4	Students Demonstrate Limited Civic Knowledge	Emphasize formal instruction in government, law, history and democracy. Incorporate discussion of current events-local, national and international - and especially those that students perceive to be important to their lives, into classroom discussions Encourage students to participate in school governance. Encourage student participation in simulations of democratic processes and procedures	Principal, Assistant Principal (s), and Civics Department Head/Team Leader Classroom Teachers	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment and Formative Common Assessment Data to monitor student progress. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Performance Scales for tested Standards	Formative Common Assessments, District Benchmarks. Summative: 2012-2013 Common Assessments (Cummulative S1 and S2)

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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	No Data Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
See Goal #1	See Goal #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
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
Civics PD at District-Dynamics of Project Citizen	7th Grade	District Personnel-Tim Norfleet	7th Grade Civics teachers	Ongoing Professional Development from August 2012-January 2013	Agenda, Logs Meetings Monitoring the progress of the projects throughout the semester.	Principal Assistant Principal's Department Head
Primary & Secondary Sources	6-8	Ms. Boria	6-8 Teachers	Ongoing Professional Development from August 2012-June 2013	Progress Monitoring of Students logs,Meeting agendas, training packets and follow up	Principal Assistant Principal's Department Head
CCSS Team Planning	6-8	Boria/Moreira	6-8 SS Teachers	Ongoing Professional Development from August 2012-June 2013	Progress Monitoring of implementation through formal and informal observations.	Principal Assistant Principal's Department Head
Intro to DBQ Project-(2 PD sessions	6-8	District Personnel	6-8 SS Teachers	Sept and March Training dates assigned by District	Progress Monitoring of implementation through formal and informal observations.	Principal Assistant Principal's Department Head
Learning Goal and Performance	6-8	Principal/Assistant Principal(s) Liaison	6-8 SS Teachers	Ongoing Professional Development from August 2012-June 2013	Progress Monitoring of implementation through formal and informal observations.	Principal Assistant Principal's Department Head

Civics Budget:

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

End of Civics 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:	The 2009-2010 attendance rate was 94.17%; 2010-2011 attendance rate was 94.61%. 2011-2012 attendance rates was 94.92 (1352). Our goal is to continue with this trend and increase the attendance rate by 2% (97.77) (1300). We will implement an attendance intervention plan and use an attendance review committee. In addition, our goal is to decrease the number of students with excessive absences (10 or more) 461 to 312 and excessive tardies by 10% from 148 to 117.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.92 (1352)	97.77 (1300)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
461	312
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
148	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
1	Inconsistency of teachers calling parents when students miss 3 or more consecutive days of school.	Teachers must call parents when students miss 3 or more consecutive days of school. Identify and refer students who develop a pattern of nonattendance to school social worker for intervention services Contact K-5 truancy specialist when high absences occur	Principal, Assistant Principal (s), Attendance Clerk School Social Worker Truancy Specialist Guidance Counselors	Teachers need to remain in contact with the attendance clerk if the phone calls are made. Monthly report of absences will determine effectiveness of the communication.	Attendance Rosters/Reports. (daily and quarterly).
2	Consistent implementation of PBS throughout the school year by all faculty and staff.	Using PBS to make West Gate a positive environment for all students. Promoting positive interactions between students so they want to come to school.	Principal, Assistant Principal (s) PBS team	Bi- Monthly PBS data shared with faculty and staff during meetings and in the Bi-monthly newsletter.	Attendance Rosters/Reports. (daily and quarterly).
	Student attendance shows an increasing trend over the past	Identify and implement incentive and/or reward programs to encourage	Principal, Assistant Principal (s), Guidance	Monitoring and review of attendance data (quarterly and	Attendance Rosters/Reports (daily and

3	three years. (94.17% in 2009-2010 to 94.61% in 2010-2011). The primary reason for student absences was due to preventable illness (e.g. colds, flu, etc.).	improved student attendance. This will include efforts to deliver health and hygiene related information	Counselors Teachers	annually).	quarterly).
4	A review of attendance data reveals that approximately 34% (461) of the student population has 10 or more absences. The identification of these students and proactive implementation of attendance interventions is a priority.	Increase the frequency of interventions targeting students with 3 or more absences (e.g., Attendance Review Committee actions, counseling, communications to parents via Connect Ed system) Contact K-5 truancy specialist when high absences occur.	Principal, Assistant Principal (s), Attendance Clerk School Social Worker Truancy Specialist Guidance Counselors	Attendance Review Committee proceedings and outcomes; successful delivery of Connect-Ed and other communications	Attendance Rosters/Reports (daily and quarterly).
5	A review of attendance data reveals that approximately 11% (148) of the student population has 10 or more tardies. The identification of these students and proactive implementation of attendance interventions is a priority.	Increase the active implementation of procedures to encourage timely and consistent attendance, including enforcement of consequences outlined in the school's Progressive Discipline Plan and the Code of Student Conduct	Principal, Assistant Principal (s) Classroom Teachers Deans Guidance Counselors	Attendance Review Committee proceedings and outcomes; successful delivery of Connect-Ed and other communications. Reduction in the number of students with excessive tardiness.	Attendance Rosters/Reports (daily and quarterly).

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
Enhancing the effectiveness of the School-site Attendance Plan	All	Principal and Assistant Principal(s)	All staff	Pre-school training; follow-up sessions to take place in conjunction with faculty meetings.	Reviews of attendance data by the Attendance Review Committee will lead to conversations about areas for further improvement and ensure consistent implementation of policies.	Principal and Assistant Principal(s) Guidance Counselors

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	A review of student suspension data over the past three years reveals: 2009-2010: In-school 262 days, Out of school 598 days. 2010-2011: In-school 393 days, Out of school 531 days. 2011-2012: In-school 501 days Out of school 160 days. The enhanced implementation of PBS and availability of individual and group counseling as a component of our Progressive Discipline Plan (e.g. listeners, conflict resolution/ peer mediators) will likely assist with continuing to reduce the In School suspension rates by 5%, 476 days as well as 5% of Out of School days to 152 days. We will expand the use of alternatives to suspensions (e.g., Saturday School, In School Detention).
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
501 (1350)	351 (1300)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
175	104
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
160 (479)	144 (431)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
88 (1350)	65 (1300)

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 total number of days spent in out of school suspension has declined over the last three years. (598 days in 2009-2010, 531 in 2010-2011). The 160 events consisted of 88 students.	Increase the availability of student services personnel to provide conflict resolution, peer mediation and crisis management training for targeted students and staff.	Principal, Assistant Principal (s), Deans and Guidance Counselors	Consistent monitoring of out of school suspension rates (bi-monthly). Set up RTI meetings for repeat offenders. Reduction of students repeating out-of school Suspension.	Constant review of suspension rates through Skyward. Suspension reports and counseling reports
2	Adequate time designated to teach students the code of conduct (including consequences) to students.	Social Studies teachers will designate the first week of school to review the Code of Conduct with students. Discussions will be held to ensure understanding of actions and their consequences. Language Arts classes will review bullying in-depth and writing prompts will be assigned Provide incentives for compliance with the Student Code of Conduct	Social Studies/Language Arts Teachers	Code of Conduct tests will also be given in class.	Bi-monthly suspension report (by student)
3	Using BIC (Behavior Intervention Classroom) as a positive learning environment for students who are placed in in school suspension.	BIC monitor will assign students a reflection assignment based upon the action that had them placed in BIC. Students will have an opportunity to earn time back in their class if the required time on task.	BIC monitor and Deans	Monitor repeat offenders who are placed in BIC. BIC monitor and Deans will conference with students to determine better choices that could have been made. Administrators will review teacher referral rates throughout the year	Bi-monthly suspension report from Skyward. (By teacher)
4	Indoor suspensions increased from 262 during the 2009-2010 school year to 393 during the 2010-2011 school year. The primary causes for indoor suspensions during the 2011-2012 school year were disruptive behavior and open defiance.	Provide students with orientation and ongoing support regarding the implementation of the school's Progressive Discipline Plan and the district's Code of Student Conduct Provide teachers with classroom management tools to help minimize classroom disruptions.	Principal, Assistant Principal (s), Deans and Guidance Counselors	Reduction in the number of violations of the Progressive Discipline Plan and Code of Student Conduct resulting in suspensions	Constant review of suspension rates through Skyward. Suspension reports and counseling reports
5	Although there are opportunities to recognize positive behavior throughout the school year, the continuous implementation of PBS will increase the number of opportunities to recognize and reward positive behavior and reinforce expectations	Training and implementation of the school's PBS plan. This will recognize students' positive behavior and increase good behavior	Principal, Assistant Principal (s), Deans,Guidance Counselors, All Teachers.	Increase in the number of students receiving mustang dollars and participating in PBS events.	Constant review of suspension rates through Skyward. Suspension reports and counseling report

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
Provide Students with orientation and ongoing support regarding the implementation of the school district's code of conduct, bullying policy, and school procedures.	All	Deans	All staff	August 10 Follow- up to occur at regular faculty meetings.	Reviews of student disciplinary and suspension data during PLC and faculty meetings should reflect decreased suspension rates.	Principal and Assistant Principal(s), Guidance Counselors and Deans
Ruby Payne	All	Dean: Narvelene Lucas	All staff	August 13 Follow-up to occur on designated professional development days.	Reviews of student disciplinary and suspension data during PLC and faculty meetings should reflect decreased suspension rates	Principal and Assistant Principal(s),
PBS training	All	PBS Core Team	All staff	Pre-school training and follow-up to occur at regular faculty meetings	Administration will monitor the implementation of PBS throughout the school. Teachers will be recognized throughout the year for their participation	Principal and Assistant Principal(s),PBS Core Team

Suspension Budget:

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

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.*	During the 2011-2012 school year parent participation in school wide activities was 41% (615). Our goal for the 2012-2013 school year is to increase parent participation to 46% (700) .Numbers are based on participation by parents, from our email list, at our Spring Carnival and Walkathon events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
41% (615)	46% (700)

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 participation in school wide activities due to Parent work schedules.	Delegate tasks that can be completed from home, form committees and make parents feel more welcomed and connected to PTO and part our school so they want to be involved.	PTO Executive Board	Parent communication between the Board and parents through email, PTO Website, Facebook Group, meetings, parent socials and our Welcome Wagon Committee for new families that come in after the year starts.	Updated Emails and Facebook notices/discussions to keep parents feeling involved, even if they cannot attend events and meetings Quarterly Surveys
2	Transportation to school events after hours	Setting up car pools with other parents. Set up events and RSVPs via Facebook	PTO Executive Board	Parent communication between the Board and parents through email, PTO Website, Facebook Group, meetings, and socials.	Parent communication Facebook growth and activity between parents. Quarterly Surveys
3	Younger children supervision	Teacher compensatory time and High School Volunteers hours.	Principal/Assistant Principal(s)	Communication between the volunteers and the PTO Board of Directors (which includes the Executive Board and the school Principal).	If the services are needed or if they need to be altered. Quarterly Surveys
4	Participation in school-wide PTO activities	Incorporate a variety of activities, such as chorus and band performances to appeal to a larger number of parents and staff.	PTO Executive Board Principal/Assistant Principal(s)	Flyers, Skyward Message Boards, Connect ED	Quarterly Surveys
5	Workshops for Parents regarding the Parent Portal	Hand out info at events.	PTO Executive Board Principal/Assistant Principal(s)	Parent access log-in forms.	Reports form Skyward on Parental use. Parent Surveys
6	Attendance at School Advisory Council Meetings (SAC)	Informational Meetings each month regarding academic	SAC Members Principal/Assistant Principal(s)	SAC Agendas, rosters, communication logs.	All powerpoints and minutes.

		improvements, SIP, data analysis, etc.			

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
Parent Portal	70% Parents	Noya	Parents	Ongoing Throughout August 2012-June 2013	Skyward Reports	Principal and Assistant Principal(s)

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Not Applicable for the 2011-2012 School Year. Our goal for 2012-2013 is to infuse STEM District goals through a Generic Code-Research in grades 6-8 as non credit class. District Goals: A: Develop and implement rigorous STEM-infused science curricula in grades PreK-12. B: Increase the number of teachers who are highly effective in incorporating STEM content, philosophy, and methods. C: Engage and challenge students in STEM inquiry-based learning. D: Foster and strengthen student scientific

			literacy.E: Provide real-world STEM opportunities for students by partnering with science professionals, educational institutions, and related business and industry.		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to be able to make a paradign shift in their instruction from traditional ways of teaching in isolation to integration of curriculum at the secondary level in order to be able to teach the "STEM Disciplines" (Science, Technology, Engineering and Mathematics). Teachers do not have the proper STEM certification nor an established curriculum for Middle School set by District. Lack of clear definition of what STEM education should accomplish.	Infuse inquiry based learning STEM activities using the STEM CENTER Activities (http://www.daytonregionalstemcenter.org/stem-curriculum/) Begin to understand the differences between Hands-On Learning and inquiry and performance based learning. Coordinate with Scientist around the community. Invite guest speakers related to Engineering. Contact Universal Studios regarding the their educational program (e.g., Behind the Adventure – A Science and Technology Tour of Islands of Adventure Students now have the opportunity to discover the sciences used to create the world's most technologically-advanced theme park! The Behind the Adventure Tour showcases the physics, technology and general sciences that went into creating the most popular attractions at Islands of Adventure, Ride Design – An in-depth discussion of the ride design process. Students will meet engineers from Universal Creative to learn about the process of creating attractions and witness technologies to be used in future attractions. Understand trans-disciplinary teaching. Use digital curriculum (probes) using Turning Point. (available at school site)-Emphasis on experiential learning. Use Think Tank for Research: http://thinktank.4teachers.org/	Principal, Assistant Principal (s),Science teachers from grades 6-8.	Formal, informal evaluations and snapshot classroom walk-throughs. Teacher feedback/share best practices during weekly departmental meetings. Performance based scales and student portfolios. Lesson plans aligned to the SLC Framework (Appraisal System) NGSSS and infusing the CCSS for rigor and depth of knowledge using the Marzano Taxonmy-Cognitive. Review student portfolios for consistent use of the graphic organizers/Thinking Maps across all subject areas.	Narrative assessments-narrative provides a way for students to demonstrate not only what they know but also how it relates to their other knowledge, their ways of seeing the world, and the ways they assess and analyze ideas. Project Based Performance Assessment (e.g., Group projects enabling a number of students to work together on a complex problem that requires planning, research, internal discussion, and group presentation, Experiments testing how well students understand scientific concepts and can carry out scientific processes and Portfolios allowing students to provide a broad portrait of their performance through files that contain collections of students' work, assembled over time. Teachers have

					to decide how to grade and what distinguishes an average performance from an excellent one.This will be accomplished by setting up an evaluation rubric (rating scale with several categories) that clearly defines the characteristics of poor, average, and excellent performances.

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
Attend the 2012 Science Conference-A Passport for Success Conference in Atlanta Nov 1-Nov3.	One Teacher per 6-7-8	Conference Speakers/Presenters	Teachers (3) Assistant Principal for Middle School	Conference in Atlanta Nov 1-Nov3.	Implementation of strategies and innovations.	Principal and Assistant Principal(s)

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)

Career and Technical Education (CTE) 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. CTE CTE Goal #1:	Not Applicable for Middle School

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						

CTE 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 CTE Goal(s)

Additional Goal(s)

Culture Building Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Culture Building Goal Culture Building Goal #1:	Promote the continuous renewal of a supportive, professional culture that provides instructional methods and curricular offerings in an atmosphere of collegiality, trust, and shared mission, serving all of the students in the school. Four are new to the school; therefore, all new teachers to West Gate will participate on ongoing mentoring and PD to sustain and maintain the school-wide culture at West Gate.
2012 Current level:	2013 Expected level:
85% (79%)	100% (94)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some teachers seemed reticent to call parents	Provide training sessions that will allow for role-playing and will include tips for setting boundaries for, and staying on topic during, meetings with parents.	Principal, Assistant Principals, Guidance Counselor	Culture Building Activities such as ice breakers and teamwork exercises at meetings	Surveys regarding parent conferences PD360 Videos
2	Limited of understanding of (ethnic) cultural diversity	Build a school community that embraces a more developed way of thinking and acting; thus increasing its capacity to improve academic achievement and character development in students	Principal, Assistant Principals, Guidance Counselor	Culture Building Activities such as Muticultural Fair, African American Studies, Hispanic Heritage Month,etc	Staff, Parent and Student Surveys regarding cultural diversity PD360 Videos
3	Limited Understanding of inclusive classrooms as it relates to ESE students.	Provide teachers with training regarding the inclusion model with support facilitator.	Principal, Assistant Principals, GuidanceCounselor ESE Department Chairs	Culture Building Activities	PD360 Videos
4	Isolation vs. Collaboration	Encourage interplay of ideas,solutions, and networking of practical knowledge that is characteristic of more collaborative setting.	Principal, Assistant Principals	Culture Building Activities that support collaborationsuch as building fun and shared occasions into the agenda	Formal, informal and snapshot Observations

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

1. Culture Building Goal Culture Building Goal #1:	Promote the continuous renewal of a supportive, professional culture that provides instructional methods and curricular offerings in an atmosphere of collegiality, trust, and shared mission, serving all of the students in the school. Four are new to the school; therefore, all new teachers to West Gate will participate on ongoing mentoring and PD to sustain and maintain the school-wide culture at West Gate.
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3	Limited Understanding of inclusive classrooms as it relates to ESE students.	Provide teachers with training regarding the inclusion model with support facilitator.	Principal, Assistant Principals, GuidanceCounselor ESE Department Chairs	Culture Building Activities	PD360 Videos
4	Isolation vs. Collaboration	Encourage interplay of ideas,solutions, and networking of practical knowledge that is characteristic of more collaborative setting.	Principal, Assistant Principals	Culture Building Activities that support collaborationsuch as building fun and shared occasions into the agenda	Formal, informal and snapshot Observations

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

Cultural Connections- Teaching Diversity	ALL	Assistant Principal	All Staff	Early Release and PD 360 Videos throughout the School Year	Multi-Cultural Projects/Parent Night, Quick Writes Shared Curriculum After completing the development process, teachers will have broadened their instructive knowledge, improve their skill set, and alter their beliefs, attitudes and understanding of working with a diverse variety of students.	Principal, Assistant Principal(s)

Budget:

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

End of Culture Building Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Civics				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
Culture Building				$0.00
				Subtotal: $0.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Civics				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
Culture Building				$0.00
				Subtotal: $0.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Civics				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
Culture Building				$0.00
				Subtotal: $0.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Civics				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00

Culture Building	$0.00
	Subtotal: $0.00
	Grand Total: $0.00

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 8/22/2012)

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
SAC will appropriate funds to activities that are related to student achievement. Additionally, SAC will actively monitor the data from school assessments to determine if progress is being made toward achievement of the SIP goals and objectives	$1,000.00

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

The SAC meets regularly throughout the school year and makes recommendations regarding the school's programs and outreach. The SAC assists in the preparation and evaluation of the School Improvement Plan (SIP) and the school's annual budget. Furthermore, the SAC is the sole body responsible for final decision-making at the school relating to the implementation of the SIP. SAC will serve as a monthly forum for community involvement in West Gate.

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

St. Lucie School District
WEST GATE K-8 SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	78%	82%	59%	294	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	63%	72%			135	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?	70% (YES)	77% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

St. Lucie School District
WEST GATE K-8 SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	72%	85%	54%	286	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	68%	73%			141	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?	61% (YES)	71% (YES)			132	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					559	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested