

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WESTRIDGE MIDDLE

District Name: Orange

Principal: Christopher Camacho

SAC Chair:

Superintendent: Barbara M. Jenkins

Date of School Board Approval: Pending

Last Modified on: 10/1/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					<p>As an administrator, at each school, I served as the Assistant Principal of Instruction, focusing on student data reports, both FCAT and benchmark. In addition, I oversaw student placement into the appropriate classes to ensure student academic needs were met. Furthermore, I served as a School Advisory Council member and PTSA Board member. Both of these positions allowed me to share student performance data with our community members and parents. Now, as the principal educator, I continue to seek creative methods that encourage teacher collaboration on student achievement and learning.</p> <p>2001 - 2005 (Apopka Memorial MS)</p> <p>2001-2002</p> <p>School Grade High Standards (Math) High Standards (Reading) C 45% 46%</p> <p>High Standards (Writing) 82%</p> <p>High Standards (Science) Learning Gains (Math) Learning Gains (Reading) NA 66% 60%</p> <p>Lowest 25% LG (Math) Lowest 25% LG</p>

						(Reading) 66% 56%
						2002 – 2003
						School Grade High Standards (Math) High Standards (Reading) B 47% 50%
						High Standards (Writing) 91%
						High Standards (Science) Learning Gains (Math) Learning Gains (Reading) NA 68% 70%
						Lowest 25% LG (Math) Lowest 25% LG (Reading) 68% 72%
						2003 – 2004
						School Grade High Standards (Math) High Standards (Reading) C 45% 50%
						High Standards (Writing) 89%
						High Standards (Science) Learning Gains (Math) Learning Gains (Reading) NA 63 63%
						Lowest 25% LG (Math) Lowest 25% LG (Reading) 63 65%
						2005 – 2007 (Glenridge MS)
						2005 – 2006
						School Grade High Standards (Math) High Standards (Reading) A 73% 72%
						High Standards (Writing) 86%
						High Standards (Science) Learning Gains (Math) Learning Gains (Reading) NA 77% 65%
						Lowest 25% LG (Math) Lowest 25% LG (Reading) NA 69%
Principal	Christopher Camacho	BS Math Education (UCF) MS Ed. Leadership (Nova SE) EdD Curriculum and Instruction (UCF)	1	12		2006 - 2007
						School Grade High Standards (Math) High Standards (Reading) A 74% 75%
						High Standards (Writing) 93%
						High Standards (Science) Learning Gains (Math) Learning Gains (Reading) 52% 76% 65%
						Lowest 25% LG (Math) Lowest 25% LG (Reading) 73% 72%
						2007 – 2011 (Apopka Memorial MS)
						2007 – 2008
						School Grade High Standards (Math) High Standards (Reading) A 63 66
						High Standards (Writing) 82%
						High Standards (Science) Learning Gains (Math) Learning Gains (Reading) 34% 72 67
						Lowest 25% LG (Math) Lowest 25% LG (Reading) 70% 71%
						2008 – 2009
						School Grade High Standards (Math) High Standards (Reading) B 63 62%

					<p>High Standards (Writing) 95%</p> <p>High Standards (Science) Learning Gains (Math) Learning Gains (Reading) 36% 66% 62%</p> <p>Lowest 25% LG (Math) Lowest 25% LG (Reading) 65% 64%</p> <p>2009 – 2010</p> <p>School Grade High Standards (Math) High Standards (Reading) A 62% 64%</p> <p>High Standards (Writing) 90</p> <p>High Standards (Science) Learning Gains (Math) Learning Gains (Reading) 39 72% 65%</p> <p>Lowest 25% LG (Math) Lowest 25% LG (Reading) 72% 64%</p> <p>2010 – 2011</p> <p>School Grade High Standards (Math) High Standards (Reading) C 58% 63%</p> <p>High Standards (Writing) 89%</p> <p>High Standards (Science) Learning Gains (Math) Learning Gains (Reading) 31% 63% 61%</p> <p>Lowest 25% LG (Math) Lowest 25% LG (Reading)</p>
Assis Principal	Cynthia Haupt	<p>BS Vocational Rehabilitation</p> <p>MS Special Education</p> <p>EdS Educational Leadership</p> <p>Certifications: SLD K-12 Principal K-12</p>	4	11	<p>Ms. Haupt has served as a self-contained Special Education teacher, a Behavior Specialist, an ESE Placement Specialist, a Reading Coach and an Assistant Principal in three Title 1 Middle Schools. In the 2001-2002 school year, the first year as an Assistant Principal the School Grade went from a "C" to a "B", a first for the school. The first year at West Orange High School in 2004-2005 the school grade went from a "D" to a "B", again the first for the school. The first year at Westridge Middle School, the 2008-2009 school year, the percentage of student meeting high standards in Reading, Writing and Science were the highest in the school's history. The school earned a school grade of C and did not earn AYP in 2008-2012 school years.</p> <p>2011-2012 Prior Performance Record: School Grade: C Writing Satisfactory or Higher: 65% Reading Satisfactory or Higher: 40% Math Satisfactory or Higher: 36% Science Satisfactory or Higher: 32% Reading Gains for Lowest 25%: 74% Math Gains for Lowest 25%: 72%</p>
Assis Principal	Sandra McGraw	<p>BA USM</p> <p>MA Educational Leadership Bowie St. University</p> <p>Certifications: Social Sciences K-12 Educational Leadership K-12</p>	1	8	<p>Before coming to Westridge, Ms. McGraw worked as a Social Studies teacher, International Studies Program Coordinator and Assistant Principal. She has served the last four years as an Assistant Principal with OCPS Alternative Education Centers, where she led six centers, two which were Title I, Part A schools and two DA Model schools. She led the two centers not exempt from getting an AYP rating. While serving there, both schools AYP rating moved from the 76% to 92%. Ms. McGraw is RtI trained and a certified Ruby Payne and Thinking Maps Trainer.</p> <p>2011-2012 Prior Performance Record: School Grade: C Writing Satisfactory or Higher: 65% Reading Satisfactory or Higher: 40% Math Satisfactory or Higher: 36% Science Satisfactory or Higher: 32% Reading Gains for Lowest 25%: 74% Math Gains for Lowest 25%: 72%</p>

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)
CRT	Heather Goddard	BA in Education (Exceptional Education) Certifications: EH and SLD K-12 Reading Endorsement Elementary Education	5	10	I graduated from UCF in 1983 with a degree in education. My areas of certification include Exceptional Child Education, SLD, EH, K-12, Elementary Ed., and Reading (endorsement). I have been employed with OCPS since 1983 and have taught exceptional education and reading at both the elementary and middle school levels. In 2002, I left the classroom and became the first reading Coach at Westridge Middle school. In 2005, I followed my principal to Liberty Middle School for three years followed by one year at Memorial Middle. Last year, my principal left the district and I became a reading coach for Alternative Education. This year, I have happily returned Westridge Middle School in the position of CRT/Instructional Coach. Years at current school: 1993-2006, Aug. 2011 – present Years as an instructional coach- 0, Reading Coach-8 Prior Performance Record – As a reading coach, significant gains in reading have been made at each school worked. In 2004, Westridge Middle made the highest gains in reading in the district/state and missed making a B by 1 point. At Liberty Middle, we consistently made gains in reading and attained an A in 2008. In 2010, Memorial Middle was in the news for moving from a D to a C, with a twelve point gain in reading. Last year, the Alternative Education sites to which I was assigned also made significant gains; the Alcohol and Substance Abuse Program made 100% in gains in reading for their lowest quartile. The University Behavioral Center, which is on alternative assessment, went up four points in reading resulting in their moving up from maintaining to improving status. 2011-2012 Prior Performance Record: School Grade: C Writing Satisfactory or Higher: 65% Reading Satisfactory or Higher: 40% Math Satisfactory or Higher: 36% Science Satisfactory or Higher: 32% Reading Gains for Lowest 25%: 74% Math Gains for Lowest 25%: 72%
Reading	Michell Young	BS- RTV Communications MS- Educational Leadership Certifications: English 5-9 Educational Leadership K-12	1	2	Evans High School: 15 years Language Arts teacher 2 years Tech Prep Coordinator 1 year Dean Alternative Education(ungraded made learning gains) Silver Star Center/Gateway: 4 years - Dean Rocklake Middle School (Seminole County) "A" School 12 years in a row 2 years- Dean/CRT Alternative Education Hospital Homebound(ungraded made learning gains) Dean, CRT, Testing Coordinator
Math	Tracy Foisy	Degrees & Certifications: B.S. Psychology with Math Minor Pursuing M.S. in Education Law National Board Certified Teacher	1	3	Ms. Foisy has worked in both the middle school and high school at traditional and virtual schools. She was an Advisory Teacher (Coach) for one year at Florida Virtual School. Ms. Foisy was recruited to raise Algebra scores in Lake County at the middle school level. The school in which she was based saw the scores go from the lowest in the district to third with 5 students receiving a perfect score on the exam.

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	Hire highly qualified teachers in all subject areas by using an interview process that focuses on previous teaching experiences that can promote the growth of fellow team members and the School Vision.	Christopher Camacho	August 2012	
2	Provide staff development for content area teachers. Provide training on reading, writing, math and science across the curriculum.	Michell Young, Tracy Foisy, and Heather Goddard,	Ongoing	
3	Provide teachers the opportunity to learn and grow as professionals. Give teachers a voice to promote ownership. None of us is as smart as all of us. Also, provide the necessary resources and support to complete our school goals to their highest degree. Most importantly, provide the Direction needed to achieve those goals.	Christopher Camacho, Cynthia Haupt, Sandra McGraw, Heather Goddard, Michell Young, Tracy Foisy	Ongoing	
4				

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
4 out of 76 teachers are currently received less than an effective rating. There are currently 0 employees that are teaching out-of-field.	These staff members will receive additional support and staff development in their specific areas of need. An action plan will be implemented for these teachers in order to improve their instructional practices. Instructional coaches will meet with these teachers on a bi-weekly basis to update the plan as needed and monitor the plan for successes and needs.

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
77	15.6%(12)	33.8%(26)	37.7%(29)	13.0%(10)	33.8%(26)	94.8%(73)	18.2%(14)	1.3%(1)	16.9%(13)

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
Heather Goddard	Jeffrey Peacock Jackson Antoine Juan gonzalez	-Instructional Coach -Former Reading Coach -ACP Mentor -Previous mentoring experience -Over three years of successful teaching experience	-Monthly Mentor/Mentee meetings. -complete the requirements of the online Beginning Teacher Tracking System

Tracy Foisy	Latisha Walker Allen Lorth Frank Johnson	-Curriculum Leader for Math -Over three years of successful teaching experience in secondary Math -Previous mentoring experience	-Monthly Mentor/Mentee meetings. -complete the requirements of the online Beginning Teacher Tracking System
Michell Young	Francis Diaz Martinez	- Reading Coach Department Chair -Over three years of successful teaching experience	-Monthly Mentor/Mentee meetings. -complete the requirements of the online Beginning Teacher Tracking System
Linda Arline	Brittany Diaz	-Familiarity with Imaging Learning -Over three years of successful teaching experience -Previous mentoring experience	-Monthly Mentor/Mentee meetings. -complete the requirements of the online Beginning Teacher Tracking System
Melissa Clarke	Karissa Lynch Maggie Scarbro	- Curriculum Leader for Language Arts - Has completed Write for the Future training -Over three years of successful teaching experience	-Monthly Mentor/Mentee meetings. -complete the requirements of the online Beginning Teacher Tracking System
Terrilon Norris	Maggie Anderson	- Teaches the same grade level/subject area. -Over three years of successful teaching experience.	-Monthly Mentor/Mentee meetings. -complete the requirements of the online Beginning Teacher Tracking System
Brittany Zekofsky	Jennelye Toddman Michelle Anderson	- Curriculum Leader for Elective Classes - Former Science teacher - Former Science Coach - ACP mentor - Over three years of successful Teaching experience	-Monthly Mentor/Mentee meetings. -complete the requirements of the online Beginning Teacher Tracking System

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

Instructional personnel will be hired to provide instructional and counseling services to students. Instructional personnel will also be hired to increase parental and community involvement with the goal of increasing percent of students performing at level in Reading, Math, Science, and Writing.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II funds will be used to provide substitutes in order for teachers to attend staff developemnt in content areas , Reading and Writing across the curriculum, and instructional best practices.

Title III

Title III funds will be utilized to provide tutoring services, instructional material, and counseling services for English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Christopher Camacho- Principal
Ms. Cynthia Haupt- Assistnat Principal
Heather Goddard- CRT
Dr. Wylene Reed- Staffing Specialist
Wanda Whittaker- ESE Resource Teacher
William Pryor- ESE Resource Teacher
Deborah Kiser- ESE Resource Teacher
Linda Arline- CCT
Michell Young- Reading Coach

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 MTSS/RtI team will utilize benchmark and mini-assessment data to determine tiered needs and services of students will have.

The role of the Principal and Assistant Principals is to ensure MTSS/RtI team is trained and to communicate MTSS/RtI goals to the staff.

The Reading Coach and CRT will collect assessment data to determine tiered interventions for students as needed.

The support facilitative team will provide direct intervention in the classrooms as needed.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The MTSS/RTI team will provide school-wide data and recommended practices based on need for the development of the School Improvement Plan.

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.

Benchmark Results, Enterprise Data Warehouse Business Intelligence (EDWBI), Information Management System (IMS), Mini-Assessment results, Math fluency results, FAIR, Lexile testing, CELLA and SMS will be used to summarize data at each tier for reading, math, science, writing, and behavior.

Describe the plan to train staff on MTSS.

Administration was trained at the 2010-2011. ESE support facilitators were trained by district personnel in September of 2011. Instructional coaches and staff will be trained as needed throughout the year.

Describe the plan to support MTSS.

MTSS/RTI will be supported through regularly, uninterrupted scheduled meetings. Other district officials will be called in as necessary based on student need and input needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Penelope D. Houk Media Specialist
Michell Young Reading Coach
Christopher Camacho Principal
Cynthia Haupt Assistant Principal
Erin Wolfgramm Social Studies Curriculum Leader
Melissa Clarke 8th Grade Language Arts Curriculum Leader
Heather Marsh-Beersingh Art Teacher

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

The Literacy Leadership Team will meet monthly to review performance data as well as literacy across the curriculum.

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

Major initiatives of the LLT for the 2011-2012 school year include:

Increased library circulation
Increased meaningful reading in content area courses
Increased availability of books and magazines
Increased authentic reading assignments and assessment
Increased use of SRI program
AVID Strategies imbedded in daily lesson plans

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/1/2012)

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

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

NA

***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.

Teachers from all content areas will include high interest grade level appropriate reading materials with authentic assesment in lesson plans. These reading materials will support applicable SSS benchmarks and encourage reading among students.

***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?

NA

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?

NA

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](#)

NA

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:	Westridge Middle School students are not reading on grade level in Reading as it did not meet the required percentage of students performing on target on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (463)	45% (521)

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	Large ELL Population Low subgroup incoming scores	Highly qualified staff Regular monitoring of effective instructional practices Tutoring programs such as SES and Title III and PLC Compass Learning SuccessMaker Imagine Learning	Pfenning/Admin/Arline/Instructional Coaches	Progress Monitoring (Benchmark Tests) Grade Distribution FCAT Mini Assessments Common Assessments Formative and Summative Assessments	FAIR SuccessMaker FCAT Imagine Learning
2	Subgroup performance needs to improve for total students, black students, Hispanic students, ELL students, and Economically disadvantaged students.	Hire highly qualified staff and monitor effectiveness of classroom instruction. Provide opportunities for tutoring and mentoring services for all subgroups including Title III and Title I Tutoring program, YMCA and SES tutoring.	Sherry Langston Tiffany Campbell	Progress Monitoring (Edusoft Benchmark Tests)	EduSoft
3	Teachers unfamiliar with high yield strategies	DI, RtI, and Thinking Maps professional developments as needed.	Administration and Instructional Coaches	Benchmark tests and Data Analysis	Classroom Walkthrough 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

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:	14% of students at Westridge performed at level IV on the Reading portion of the 2010 FCAT. 6% scored at a level V.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4- 9% (98) Level 5- 3% (33)	Level 4- 14% (155) Level 5- 6% (68)

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 Only 40% Reading at Grade Level	Increase number of students enrolled in AVID and advanced classes. Provide immediate interventions based on need as measured by benchmark tests and student grades. These interventions will include tutoring (before and during school), SuccessMaker, and Imagine Learning.	Pfenning/Haupt/LaRue/Arenas/Diaz/Rios/Campbell/Langston/Instructional Coaches	Progress Monitoring	Benchmark Tests, FAIR, and FCAT and Teacher Grade Distribution
2 61% of students scored below grade level on the Reading portion of the 2012 FCAT.	Increase number of students enrolled in AVID and in advanced classes.	Dena Pfenning Cynthia Haupt Tiffany Campbell Sherry Langston Amanda Lopez	Progress monitoring and Master Schedule review	EduSoft benchmark tests and FCAT
3 Rigor is not instituted with fidelity	Increase rigor through DI, RtI and Thinking Maps Begin implementation of CCSS	Admin and Instructional Coaches	Benchmark tests and data analysis	EduSoft Benchmark tests
4 Only 394 (39%) Reading at Grade Level	Increase number of students enrolled in AVID and advanced classes by 3%. Provide immediate interventions based on need as measured by benchmark tests and student grades. These interventions	Pfenning/Haupt/Arenas/Diaz/Lopez/Campbell/Langston/Instructional Coaches	Progress Monitoring	EduSoft Benchmark Tests and FCAT and Teacher Grade Distribution

	will include tutoring (before and during school), SuccessMaker, and Imagine Learning.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal # 2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

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:	Over 70% (757) of students demonstrated learning gains in Reading on the 2012 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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70% (757)	73% (789)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	70% (756) of students made learning gains.	Increase number of instructional staff and instructional coaches to meet needs of individual students and subgroups.	Administrative and Instructional staff.	Progress monitoring	Benchmark Tests
2					

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

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:	Based on AYP data, subgroups need to decrease percentage of students not meeting AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (799)	77% (832)

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	74% (799) students in the lowest 25% are currently making learning gains	Provide tiered interventions for all subgroups as needed.	Administration and Instructional Staff	Progress Monitoring	Benchmark Tests
2	Many of the subgroups fall under the lowest 25% group.	Provide tiered interventions for all subgroups as needed.	Administrative and instructional staff	Progress monitoring	Benchmark tests

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 : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	Subgroups not making adequate yearly progress include total, Black, Hispanic, economically disadvantaged and ELL.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 60% Hispanic 51%	Black 70% Hispanic 60%

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	None of our subgroups (ethnicity) are not performing on grade level	Provide tiered interventions as needed	Instructional Coaches	Progress Monitoring	Benchmark Tests and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	ELL students subgroup did not meet AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (122)	38% (247)

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 students did not perform at grade level	Additional ESOL teachers and tutoring programs as needed	Arline	Progress Monitoring	Benchmark tests and CELLA
2	Lack of strategies for core curriculum teachers to use for 1st year ELL students	Provide professional development for teachers (SIOP)	Arline Administration	Progress Monitoring	FCAT CELLA Benchmark Testing

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:	SWD subdroup was not a factor in school grading last year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD have not performed at grade level in reading or Math	Implement Support Facilitation and RtI school-wide	Dr. Reed, Mr. Pryor, Mrs. Whittaker, and Mrs. Kiser	Progress Monitoring	EduSoft Benchmark Testing and Mini-Assessments
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students did not meet AYP based on 2012 FCAT results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	95% of our students fall under economically	Provide tiered interventions as needed	Administration and Instructional staff	Progress Monitoring	Benchmark Tests and Mini-

1	disadvantaged subgroup and have not met on grade level requirements	for all students across all content areas		Assessments
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SIOP	All grades and subjects	District	Representatives from all grade levels and curriculum areas	Ongoing	Progress Monitoring Sharing of strategies in lesson study and PLC's	Administration Arline Instructional Coaches
Text Complexity Across Curriculum	All grades and subjects	Instructional Coaches	Representatives from all grade levels and curriculum areas	Ongoing	Progress Monitoring Sharing of strategies in lesson study and PLC's	Administration Arline Instructional Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer-based instructional interventions will be increased in order to provide opportunities for students to increase reading proficiency and comprehension	Computers and Instructors/ SuccessMaker and Imagine Learning	Title 1	\$75,000.00
			Subtotal: \$75,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Coaching and Mentoring and Staff Development	Instructional Coaching and Mentoring and Staff Development	General/Title I	\$100,000.00
			Subtotal: \$100,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$175,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	Increase percentage of students receiving proficient on

CELLA Goal #1:		the listening/speaking portion of CELLA to 80%.			
2012 Current Percent of Students Proficient in listening/speaking:					
Currently 77% (82) students scored proficient in L/S					
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 lack strategies to use with 1st year ESOL students.	Provide SIOP training to all teachers	Arline Administration	Progress Monitoring Sharing of strategies in PLC's	CELLA FCAT

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		Increase the number of students scoring proficiency to 40% in Reading			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
Currently, 36% (41) students scored proficiency in the Reading portion of CELLA					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack the strategies to help the 1st year ELL students	Provide SIOP training to teachers	Administration Arline Instructional Coaches	Progress Monitoring Sharing of strategies in PLC'S	CELLA FCAT

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.		Increase percentage of proficient students to 45% in Writing			
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
Currently 41% (46) students scored at the proficient level for Writing					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack the strategies to use for 1st year ELL students	Provide SIOP training to teachers	Arline Administration Instructional Coaches	Progress monitoring Sharing of strategies in PLC's	CELLA FCAT

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
SLOP training	Substitutes for teachers to attend training	Title II	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of CELLA 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 percentage of students scoring at grade level (achievement level 3) needs to be increased.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (378)	39% (421)

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	Large ELL Population Low subgroup incoming scores	Highly qualified staff Regular monitoring of effective instructional practices Tutoring programs such as SES and Title III and PLC Compass Learning SuccessMaker Imagine Learning	Pfenning/Admin/Arline/Instructional Coaches	Progress Monitoring (Benchmark Tests) Grade Distribution FCAT Mini Assessments Common Assessments Formative and Summative Assessments	FAIR SuccessMaker FCAT Imagine Learning
2	Students fail to demonstrate an understanding of basic math skills.	Hire and retain teachers that can teach students basic math skills effectively through differentiated instruction and rigorous curriculum. Teachers will work with students in DI groups to focus on basic skills. Students will take weekly Math fluency tests.	Tracy Foisy Heather Goddard Michell Young	Classroom Walkthrough Observations, Progress Monitoring, and PLC	Weekly Math fluency test through Moby Math or pencil/paper
3	Hiring and retaining highly qualified teachers that can teach students basic math skills effectively through differentiated instruction and rigorous curriculum	Supply teachers with innovative instructional resources such as Moby Math, BrainPop and Gizmos. Provide ongoing professional development focusing on engaging teaching strategies and how to reach the "har to reach" students	Administration Tracy Foisy Heather Goddard	Classroom walk-through observations Progress Monitoring PLC	Moby math reports Classroom walkthrough data collection

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

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:	Increase percentage of students enrolled and successful in advanced Math courses such as Algebra and Geometry. Provide resources and support for these students through AVID and double blocked Algebra courses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (389)	39% (424)

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	Only 40% Reading at Grade Level	Increase number of students enrolled in AVID and advanced classes. Provide immediate interventions based on need as measured by benchmark tests and student grades. These interventions will include tutoring (before and during school), SuccessMaker, and Imagine Learning.	Pfenning/Haupt/LaRue/Arenas/Diaz/Rios/Campbell/Langston/Instructional Coaches	Progress Monitoring	Benchmark Tests, FAIR, and FCAT and Teacher Grade Distribution
2	Teachers are not presenting lessons that challenge our high-level students.	Provide staff development for Differentiated Instruction	Math Department Chair and Administrators	Walk throughs will be regularly utilized to ensure fidelity of programs and differentiated instruction in a highly engaging learning environment.	Progress of all students on assessments including Benchmark Tests, mini assessments and classroom walkthroughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal # 2b:	
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

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:	Westridge Middle School will increase the percentage of students making learning gains by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (735)	71% (735) students

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	70% (756) of students made learning gains.	Increase number of instructional staff and instructional coaches to meet needs of individual students and subgroups.	Administrative and Instructional staff.	Progress monitoring	Benchmark Tests
2	Teachers are not adequately reaching all students needs in their classes.	Provide staff development for Differentiated Instruction, SIOP, and Thinking Maps	Tracy Foisy Heather Goddard Michell Young	Progress Monitoring Classroom walk-throughs	benchmark testing Results of classroom walkthroughs
3	High percentage of students working below grade level resulting in teachers teaching pre-requisite skills	Provide intensive math classes for 8th graders at a level 1 or 2; adding an intensive class for the lowest 6th graders and require weekly math fluency tests	Administration Heather Goddard Tracy Foisy	Classroom walk-throughs will be regularly utilized to ensure fidelity of programs and differentiated instruction in a highly engaging learning environment.	Progress of all students on assessments including Benchmark Tests, mini assessments, and classroom walkthroughs

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	Increase the number of students in each subgroup taking and successfully completing Algebra at Westridge
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0 students Black: 20 students with 100% proficiency Hispanic: 24 students with 100% proficiency Asian: 100% Proficiency Only Algebra 1 Honors was offered during the 2011-2012 school year	White: 80% proficiency Black: 80% proficiency Hispanic: 80% proficiency Asian: 80% proficiency Westridge will offer Algebra 1 and Algebra 1 Honors during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness	Evaluation Tool

			Monitoring	of Strategy	
1	None	None	None	None	None

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:	Learning gains for students in the lowest 25% will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (778)	75% (810)

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	74% (799) students in the lowest 25% are currently making learning gains	Provide tiered interventions for all subgroups as needed.	Administration and Instructional Staff	Progress Monitoring	Benchmark Tests
2	Teachers are not adequately reaching all students in their classes.	Provide staff development for Differentiated Instruction and Thinking Maps	Administrators Heather Goddard Tracy Foisy	Walk throughs will be regularly utilized to ensure fidelity of programs and differentiated instruction in a highly engaging learning environment.	Progress of all students on assessments including Benchmark Tests, mini assessments, and classroom walkthroughs.

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 : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	Westridge will reduce the percentage of students not meeting AYP by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 43% (447) Hispanic: 29% (336)	Black: 33% (382) Hispanic 19 (220)%

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	None of our subgroups (ethnicity) are not performing on grade level	Provide tiered interventions as needed	Instructional Coaches	Progress Monitoring	Benchmark Tests and FCAT

2	Teachers are not adequately reaching all students in their classes.	Regular Monitoring of Effective instructional practices Use Gizmos as instructional tool	Tracy Foisy Heather Goddard	Classroom walk-throughs to ensure strategies are being implemented with fidelity	iObservation results
3	Language barriers between teachers and students	Provide additional training on how to teach ELL students	Linda Arline	Classroom walk-throughs to ensure strategies are being implemented with fidelity	iObservation results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students not making AYP will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 38% (440)	ELL 28% (324)

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 students did not perform at grade level	Additional ESOL teachers and tutoring programs as needed	Arline	Progress Monitoring	Benchmark tests and CELLA
2	Teachers are not adequately reaching all students in their classes.	Implement ESOL strategies in all classrooms and monitor regularly	Linda Arline Tracy Foisy Heather Goddard Administration	Classroom walk-throughs to ensure strategies are being implemented with fidelity	Progress of all students on assessments including benchmark mini assessments, formative and summative assessments and classroom walk-throughs.
3	71% (171) of incoming ELL 6th graders are a level 1 or 2	Provide tiered interventions as needed	Linda Arline Tracy Foisy Heather Goddard Administrators	Classroom walk-throughs to ensure strategies are being implemented with fidelity	Edusoft Benchmark tests Mini assessments Weekly math fluency tests Formative and summative assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Percentage of students scoring at or above grade level (3, 4, 5) will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (16)	19% (22)

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	SWD have not performed at grade level in reading or Math	Implement Support Facilitation and RtI school-wide	Dr. Reed, Mr. Pryor, Mrs. Whittaker, and Mrs. Kiser	Progress Monitoring	EduSoft Benchmark Testing and Mini-Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Percentage of economically disadvantaged students not making AYP will decrease by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (358)	21% (243)

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	95% of our students fall under economically disadvantaged subgroup and have not met on grade level requirements	Provide tiered interventions as needed for all students across all content areas	Administration and Instructional staff	Progress Monitoring	Benchmark Tests and Mini-Assessments
2	Teachers are not adequately reaching all students in their classes.	Provide staff development for Differentiated Instruction, Ruby Payne, and Thinking Maps	Tracy Foisy Administration Heather Goddard	Walk throughs will be regularly utilized to ensure fidelity of programs and differentiated instruction in a highly engaging learning environment.	Progress of all students on assessments including Benchmark Tests, mini assessments, and classroom walkthroughs.
3	Lack of exposure to books results in Economically Disadvantaged students having lower reading scores and lack of experiences	Include reading, writing and research in the content area	Tracy Foisy Michell Young Heather Goddard	Progress Monitoring Classroom walk-throughs PLC's with instructional staff	Benchmark tests and mini assessments Formative and summative assessments

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:	60% of students taking the Algebra EOC will score at a level 3 (Honors and non-Honors Algebra students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (125) of Honors Algebra students scored at a level 3 on the EOC (Non-Honors Algebra was not offered in 2011-2012)	60% (528) of Non-Honors and Honors Algebra students will score a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students placed in Algebra are still lacking pre-requisite skills.	Place non-honors Algebra students in double-blocked Algebra courses that allows time to work on missing skills	Ms. Haupt Guidance Counselors	Progress monitoring Classroom walk-throughs	Benchmark tests and mini assessments Formative and summative assessments Common Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Maintain the number of Algebra students scoring an achievement level of 4 or 5 on the EOC (Honors and non-Honors students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (19)	40%

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 taking Algebra I (84) scored at grade level (level 3) on the 2012 assessment and may be lacking the necessary skills to jump to an Algebra class	Place these Algebra students in double-blocked Algebra courses that allows time to work on missing skills	Tracy Foisy Ms. Haupt Guidance Counselors	Progress Monitoring	EduSoft Benchmark tests and mini assessments Formative and summative assessments Common Assessments

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 #					
	The number of students taking Algebra and passing the EOC before leaving Westridge will increase by 5% in the first year and 2% each year following in an effort to reduce the achievement gaps					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	4% (48) of all students	9% of all students	11% of all students	13% of all students	15% of all students	

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:	Increase the number of students in each subgroup taking and successfully completing Algebra at Westridge
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0 students Black: 20 students with 100% proficiency Hispanic: 24 students with 100% proficiency Asian: 100% American Indian: NA Algebra Honors was the only Algebra course offered during 2011-2012	White: 80% proficiency Black: 80% Proficiency Hispanic: 80% proficiency Asian: 80% proficiency 2012-2013 Westridge will offer Algebra 1 and Algebra 1 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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Increase the number of Westridge ELL students successfully completing Algebra by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were zero (0) ELL students enrolled in Honors Algebra	2% of the Westridge ELL population will successfully complete Algebra

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	Many ELL students are struggling with core concepts preventing them from achieving a level 3 on the FCAT	Provide weekly fluency tests to students scoring a level 1 or 2 in lower grade levels Offer after school tutoring program through the YMCA and SES	Tracy Foisy Administration Instructional Staff YMCA staff	Classroom walk-throughs Progress Monitoring PLC's with instructional staff	Weekly math fluency tests Edusoft Benchmark Tests and mini assessments Formative and summative assessments Common assessments

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Increase the number of students taking and successfully completing Algebra and the EOC (100% of the students are economically disadvantaged)
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students at Westridge are Economically Disadvantaged. Only 4% (48) of all students took Algebra	9% of all Westridge students will take Algebra

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Many students are lacking basic math skills required to comprehend Algebra.	Include fluency tests in all 6th and 7th grade classes to build basic skills foundations	Tracy Foisy Administration	Progress Monitoring Classroom walk-throughs PLC's	Weekly Fluency Tests Mini Assessments
2	Lack of exposure to rigorous curriculum necessary to acquire algebraic thinking	Implement CCSS to increase problem solving skills and rigor in all classrooms	Tracy Foisy Heather Goddard	Progress Monitoring Classroom walk-throughs PLCs	EduSoft Benchmark Tests and Mini Assessments

End of Algebra EOC Goals

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:	Increase the number of students taking Geometry and scoring a level 3 or greater on the EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
<1% (8) of all students at Westridge took Geometry. 100% passed the EOC	13 or more students from Westridge will take Geometry and pass the EOC

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 coming to Westridge are lacking basic skills preventing them from taking Algebra before 8th grade	Increase algebraic thinking in 6th grade classes	Tracy Foisy	Classroom walk-throughs PLC's CCSS Blackbelt Training	Mini Assessments District Benchmark Tests

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:	Increase the number of students taking Geometry and scoring a level 4 or 5 on the EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
<1% (8) students at Westridge took Geometry and passed the EOC	More than 1% of all students at Westridge will take Geometry and pass the EOC

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 coming to Westridge are lacking basic skills preventing them from taking Algebra before 8th grade	Increase algebraic thinking in 6th grade classes	Tracy Foisy	Classroom walk-throughs PLC's CCSS Blackbelt Training	Mini Assessments District Benchmark Tests

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

3A. Ambitious but Achievable	Geometry Goal # _____
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Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	3A : The number of students taking Geometry and passing the EOC before leaving Westridge will increase by 1% each year in an effort to reduce the achievement gap				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	1% or more of \	2% or more of \	3% of Westridg	4% of Westridg	

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:	Increase the number of students in each subgroup taking and successfully completing Algebra at Westridge
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0 students Black: 20 students with 100% proficiency Hispanic: 24 students with 100% proficiency Asian: 100% American Indian: NA	White: 80% Black: 80% Hispanic: 80% Asian: 80% American Indian: NA
This number reflects only Algebra Honors classes which is all that was offered in 2011-2012	This percentages will include Honors and Non-Honors Algebra students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students from all subgroups come to Westridge with low skills and lack of exposure to rigorous curriculum	Provide all students performing below proficiency with weekly fluency tests Begin implementing CCSS to increase rigor in all classes	Heather Goddard Tracy Foisy Administration Michell Young	Progress Monitoring Classroom Walk-throughs	Weekly Fluency tests Edusoft Benchmark and mini assessments Common Assessments

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Increase the number of Westridge ELL students successfully completing Geometry by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
8 students took and passed the Geometry EOC	more than 1% of all Westridge students will take Geometry

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	Many ELL students are struggling with core concepts preventing them from achieving FCAT levels that allow them to take Algebra by 7th grade	Provide all students performing below proficiency with weekly fluency tests Begin implementing CCSS to increase rigor in all classes	Tracy Foisy Linda Arline Administration Instructional Staff	Classroom walk-throughs Progress monitoring PLC's with instructional staff	EduSoft Benchmark tests Mini assessments Weekly Fluency tests Formative and Summative Assessments Common Assessments
	Lack of exposure to algebraic concepts	Increase the teaching of algebraic concepts in	Tracy Foisy Linda Arline	Classroom walk-throughs	EduSoft Benchmark Test

2		sheltered classes Establish Math County afterschool club	Instructional Staff	Progress monitoring PLC's CCSS Blackbelt training	Weekly fluency tests Formative and Summative assessments Common Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The number of students with disabilities taking and successfully completing Geometry will increase annually.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8 students at Westridge took and passed the Geometry EOC	more than 1% of all Westridge students will take Geometry

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	Many SWD students are struggling with core concepts preventing them from achieving FCAT levels that allow them to take Algebra by 7th grade	Provide all students perform below proficiency with weekly fluency tests Begin implementing CCSS to increase rigor in all classes	Heather Goddard Tracy Foisy Instructional Staff	Classroom walk-throughs Progress monitoring PLC's CCSS Blackbelt training	Benchmark Tests and mini assessments Weekly fluency tests in lower grade levels
2	Lack of exposure to rigorous curriculum necessary to acquire algebraic thinking	Implement CCSS to increase problem solving skills and rigor in all classrooms	Heather Goddard Tracy Foisy Instructional Staff	Classroom walk-throughs Progress monitoring PLC's CCSS Blackbelt training	Benchmark Tests and mini assessments Weekly fluency tests in lower grade levels CCSS style assessments

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Increase the number of students taking and successfully completing Algebra and the EOC (100% of the students are economically disadvantaged)
2012 Current Level of Performance:	2013 Expected Level of Performance:
99% of ED students passed the Geometry EOC exam	100% of ED students will pass the EOC exam.

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	Many Economically Disadvantaged students are struggling with core concepts preventing them from achieving FCAT levels that allow them to take Algebra by 7th grade	Provide all students performing below proficiency with weekly fluency tests Begin implementing CCSS to increase rigor in all classes	Heather Goddard Tracy Foisy Instructional staff	Classroom walk-throughs Progress monitoring PLC's CCSS Blackbelt training	Benchmark Tests and mini assessments Weekly fluency tests in lower grade levels CCSS style assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS Blackbelt Training	6-8	District	Betsey Carreras Bonnie Solis Faith Salters Tracy Foisy Latisha Walker Frank Johnson	Starting October 2012-May 2013 Weekly	To ensure staff is implementing strategies in classrooms with fidelity, administration will do classroom walk-throughs Staff will meet in weekly PLC's to discuss implementation strategies	Administration Heather Goddard Tracy Foisy
Gizmos	6-8	Gizmos Rep	Math Department	September 2012	Classroom walk-throughs	Tracy Foisy Administration
Moby Math	6-8	Foisy Goddard	Math Department	Starting Sept 2012 Follow up as needed	Run Reports from program PLC to discuss data	Tracy Foisy Heather Goddard

Mathematics Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student engagement and participation in lessons Implement CCSS style questioning and responses	Gizmos	School Improvement Funds	\$780.00
Increase basic skills fluency	Moby Math	District	\$0.00
			Subtotal: \$780.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase basic skills by utilizing fluency through MobY Math	Nook tablets	School Improvement Funds	\$9,000.00
			Subtotal: \$9,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CCSS Blackbelt Training	Substitutes for teachers at training	Title II	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$12,780.00

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:

24% of 8th graders demonstrated proficiency in Science based on 2012 FCAT results.

2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (78) 8th grade students showed grade level proficiency on the 2012 FCAT Science test.	29% (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	Large ELL Population Low subgroup incoming scores	Highly qualified staff Regular monitoring of effective instructional practices Tutoring programs such as SES and Title III and PLC Compass Learning SuccessMaker Imagine Learning	Pfenning/Admin/Arline/Instructional Coaches	Progress Monitoring (Benchmark Tests) Grade Distribution FCAT Mini Assessments Common Assessments Formative and Summative Assessments	FAIR SuccessMaker FCAT Imagine Learning
2	Content retention Language Prior knowledge	Vertical alignment ELL strategies training Notebooking	Administration and Curriculum Leader for Science	Progress monitoring	EduSoft Benchmark Tests

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

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:	16 Students scored a level 4 or 5 on the FCAT Science in 2012.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Level IV 4% Level V 1%	Level IV 7% Level V 7%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Only 40% Reading at Grade Level	Increase number of students enrolled in AVID and advanced	Pfenning/Haupt/LaRue/Arenas/Diaz/Rios/Campbell/Langston/Instructional Coaches	Progress Monitoring	Benchmark Tests, FAIR, and FCAT and Teacher

1	classes. Provide immediate interventions based on need as measured by benchmark tests and student grades. These interventions will include tutoring (before and during school), SuccessMaker, and Imagine Learning.			Grade Distribution	
2	Content retention Language Prior Knowledge	Vertical alignment Notebooking Thinking Maps DI Inquiry Based labs	Admin and Curriculum Leader for Science	Benchmark tests Lab reports Interactive notebooks	EduSoft Benchmark Tests

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

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
FCAT Tutoring	8	Scott Lords	8th Grade Science Teachers	2012-2013	Classroom Observations	Admin and Curriculum Leader for Science
Vertical Assignment	6-8	Scott Lords	Science Department	2012-2013	Classroom Observations	Admin and Curriculum Leader for Science
Lesson Study Group	6-8	Scott Lords	Science Department	2012-2013	Collaboration	Curriculum Leader for Science
Science Writing Prompts	6-8	Scott Lords	Science Department	2012-2013	My Access	Curriculum Leader for Science

FCAT SCAT	8	District Personnel	8th Grade Science Teachers	2012-2013	Classroom Observations	Admin and Curriculum Leader for Science
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Notebooking supplies	Student resources	Title I	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
BrainPop	Tech	Title I	\$1,500.00
Gizmos	Tech	Title I	\$4,312.00
			Subtotal: \$5,812.00
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: \$9,812.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal # 1a:	65% of students performed at grade level on the writing portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of students scored Level 3 or higher on FCAT writing	75% of students will score at Level 3 or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with writing process.	Use monthly writing simulations and practice process and learn expectations.	Instructional staff school-wide	Charting monthly writing simulation scores	FCAT Writing

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Paths to Proficiency	6-8	Melissa Clarke	All core curriculum staff members	Ongoing	Classroom Walkthroughs	Clarke Administration Instructional Coaches

Writing Budget:

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

End of Writing Goals

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:		The percentage of "On Target" will increase from 6.5% to 70%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
6.5% "On Target" 35.31% Needs Improvement 58.19% Needs Much Improvement		70% "On Target" 30% "Needs Improvement" 0% Needs Much Improvement			
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	Large ELL Population Low subgroup incoming scores	Highly qualified staff Regular monitoring of effective instructional practices Tutoring programs such as SES and Title III and PLC Compass Learning SuccessMaker Imagine Learning	Pfenning/Admin/Arline/Instructional Coaches	Progress Monitoring (Benchmark Tests) Grade Distribution FCAT Mini Assessments Common Assessments Formative and Summative Assessments	FAIR SuccessMaker FCAT Imagine Learning
2	-Low Reading Levels -High population of ESOL students	Increase Reading Strategies in Civics Classrooms Collaborate with Reading Coach and Language Arts teachers	Civics Teachers PLC Leaders Erin Wolfgramm	Student improvement on Reading	Edusoft/FAIR

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:		The percentage of "Needs Much Improvement" will decrease from 58.19% to 0%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
6.5% "On Target" 35.31% Needs Improvement 58.19% Needs Much Improvement		70% "On Target" 30% "Needs Improvement" 0% "Needs Much Improvement"			
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	Low Reading Levels Large population of ESOL students	Increase Reading Strategies in Civics Classrooms Collaborate with REading Coach and Language Arts teachers	Civics Teachers PLC Leaders Erin Wolfgramm	Student Improvement on Reading	Edusoft/FAIR

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
Introduction to Next Generation Sunshine State Standards for Civics	7th Grade	FJCC- Kevin Anthony	Civics Teachers: Wolfgramm, Ms. paternoster and Ms. Harper	Teachers will complete course by December 2012	Email Certificate of Completion to Wolfgramm	Erin Wolfgramm

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
DBQ-Civics: Reading, Writing, Analyzing Documents	Teacher Binder with documents included	The DBQ Project	\$325.00
Junior Scholastics	Reading across the curriculum	Title I	\$1,485.00
			Subtotal: \$1,810.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
iCivics.org	Interactive lessons, games pertaining to Civics	NONE	\$0.00
BrainPop	Technology	NONE	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,810.00

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:	Attendance for 2011-2012 was 94.37% The expected tardies and absences will decrease.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
98.30%	99%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0	10
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

4						15
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Transportation or health issues of student or parent or both	Wellness Program	Mr. Wieselberg and Mrs. Kinsey	Weekly Attendance checks	Attendance Reports	

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PBS	Incentives for positive behavior which includes food, school related items, field trips, electronics, etc.	SIP and Title 1	\$10,000.00
Renaissance	Incentives for students that receive all A's and B's, maintain attendance and positive behavior	SIP and Title I	\$10,000.00
			Subtotal: \$20,000.00
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: \$20,000.00

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:	Reduce number of level 3 and 4 suspensions, reduce number of administrative detentions by 15%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
507	400
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
277	225
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
549	500
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
284	225

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 bully each other off campus via web and bring it back to school	PBS	School-Wide	Monthly Discipline Reports	EDWBI Reports
2	Students not following school and district policies and procedures	Renaissance	Sherry Langston	Monthly discipline reports, progressbook and attendance	SMS Progressbook EDW

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

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

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

Suspension Budget:

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

PBS	which includes food, school related items, field trips, electronics, etc.	SIP and Title I	\$10,000.00
Renaissance	Incentives for students who maintain all A's and B's, keep up Attendance and no behavior problems	SIP and Title I	\$10,000.00
			Subtotal: \$20,000.00
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: \$20,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			Westridge goal for parent involvement is to increase parent participation in school related activities by 10 percent.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
Approximately 30% (300)of parents participated in at least 1 school-related activity.			40% (400) of parents will actively engage in school-related functions.		
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	Many parents work more than one job and find it difficult to attend school-related functions. Other parents lack the transportation.	Provide a variety of activities for parents and when possible vary the times and provide transportation.	Admin and community based groups.	Monthly review of parent participation	Attendance sheets for activities

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		Increase percentage of teachers using problem based learning through engineering design challenges.			
STEM 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
1	Lack of basic knowledge school wide of what STEM actually is.	Professional development on how to incorporate STEM in all Science classrooms	Scott Lords	Progress Monitoring Classroom walkthroughs	iObservation results

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

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

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

STEM Budget:

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

End of STEM Goal(s)

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:		Increase number of students participating in CTE classes		
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)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Increase student engagement and participation in lessons Implement CCSS style questioning and responses	Gizmos	School Improvement Funds	\$780.00
Mathematics	Increase basic skills fluency	Moby Math	District	\$0.00
Science	Notebooking supplies	Student resources	Title I	\$4,000.00
Civics	DBQ-Civics: Reading, Writing, Analyzing Documents	Teacher Binder with documents included	The DBQ Project	\$325.00
Civics	Junior Scholastics	Reading across the curriculum	Title I	\$1,485.00
Attendance	PBS	Incentives for positive behavior which includes food, school related items, field trips, electronics, etc.	SIP and Title 1	\$10,000.00
Attendance	Renaissance	Incentives for students that receive all A's and B's, maintain attendance and positive behavior	SIP and Title I	\$10,000.00
Suspension	PBS	Incentives for positive behavior which includes food, school related items, field trips, electronics, etc.	SIP and Title I	\$10,000.00
Suspension	Renaissance	Incentives for students who maintain all A's and B's, keep up Attendance and no behavior problems	SIP and Title I	\$10,000.00
				Subtotal: \$46,590.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Computer-based instructional interventions will be increased in order to provide opportunities for students to increase reading proficiency and comprehension	Computers and Instructors/ SuccessMaker and Imagine Learning	Title 1	\$75,000.00
Mathematics	Increase basic skills by utilizing fluency through Moby Math	Nook tablets	School Improvement Funds	\$9,000.00
Science	BrainPop	Tech	Title I	\$1,500.00
Science	Gizmos	Tech	Title I	\$4,312.00
Civics	iCivics.org	Interactive lessons, games pertaining to Civics	NONE	\$0.00
Civics	BrainPop	Technology	NONE	\$0.00
				Subtotal: \$89,812.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instructional Coaching and Mentoring and Staff Development	Instructional Coaching and Mentoring and Staff Development	General/Title I	\$100,000.00
CELLA	SIOP training	Substitutes for teachers to attend training	Title II	\$3,000.00
Mathematics	CCSS Blackbelt Training	Substitutes for teachers at training	Title II	\$3,000.00
				Subtotal: \$106,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/5/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC committee will edit and revise the SIP as needed. They will also oversee the spending of the SIP monies.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Orange School District WESTRIDGE MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	42%	83%	27%	200	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	59%	63%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	73% (YES)			142	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					464	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Orange School District WESTRIDGE MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	41%	80%	16%	189	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	63%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	72% (YES)			141	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					457	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested