

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WESTSIDE ELEMENTARY SCHOOL

District Name: Volusia

Principal: Judith Winch

SAC Chair: Carol Ryves

Superintendent: Margaret Smith

Date of School Board Approval: Pending School Board Action on December 11, 2012

Last Modified on: 10/18/2012

Gerard Robinson, Commissioner  
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.*

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Bachelor degree in Elementary Ed 1-6  Master Degree in Educational Leadership:  Certifications:			2011-12 - B School, (R 35%/M 48%; R 53%/M 95%; R 64%/M 101%) *  2010-11 - C School, AYP 77% (R 56%/M 59%; R 50%/M 43%; 51%/ M 43%) *  2009-10 - C School, AYP 79% (R 62%/M 67%; % R 54%/ M 63%; R 53%/ M 65%) *  2008-09 - B School, AYP 85% (R 68%/ M 60%; R 60%/ M 58%; R 69%/ M 57%) *  2007-08 - C School, AYP 77% (R 63%/ M 62%; R 60%/ M 65%; R 58%/ M 81%) *  2006-07 - C School, AYP 95% (R 64%/ M 61%; R 59%/66%; R 65%/ M 66%)*  2005-06 - B School, AYP 92% (R 67%/ M 62%; R 55%/ M 72%; R 73%/ M na)*

Principal	Judith Winch	Elementary Ed 1-6 Educational Leadership K-12 Health – K-12 P.E. 6-12 School Principal (all levels)	13	13	2004-05 - A School, AYP 90% (R 68%/ M 64%; R 65%/ M 70%; R 70%/M na)*  2003-04 - School Grade A, AYP 97% (R 66%/ M 60%; R 69%/ M 83%; R 80%/ M na)*  2002-03 - School Grade C (R 44%/ M 41%; R 47%/ M 73%; R 47%/ M na)*  *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)  Prior to 2002 Mrs. Winch was a highly qualified administrator who continually improved her leadership skills through ongoing professional development. She strove to provide quality leadership and support to her faculty and staff as they worked toward increasing student achievement. Based on Volusia County district evaluation system currently in place, Mrs. Winch has been rated at exceeding the 12 competencies required for administrators.
Assis Principal	Tucker Harris	Bachelor degree in education Master Degree in Educational Leadership: Certifications: Physical Education K-8 Exceptional Student Education: K-12 Middle School Integrated Curriculum: 6-9 Highly Qualified/Elementary Education; HOUSSE Plan ESOL endorsed Educational Leadership K-12	3	2	2011-12 - B School, (R 35%/M 48%; R 53%/M 95%; R 64%/M 101%) *

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Terry Schwab	BS Elementary Education Certification in Primary Education	6	1	N/A First year as Instructional Coach
Math	Billie Jo Mayo	BS K-12 Education Specialization in Deaf and Hard of Hearing Masters in Literacy Education K-8 Education	1	1	N/A First year as Instructional Coach

## 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	1. New Teacher Programs (Individualized professional development, mentors, peer classroom visits, buddy teachers)	Grade Chairs and Administrators	June 2013	
2	2. Leadership Opportunities	Administrator	June 2013	
3	3. Celebrations/Teacher Recognition	Administrators	June 2013	
4	4. Professional Learning Communities Activities	Administrators and Instructional Coaches	June 2013	
5	5. Professional Development	Administrators, Support Facilitator TOAs and Leadership Team	June 2013	
6	6. Book Studies	Reading Coach and Media Specialist	June 2013	
7	7. Professional Development Schools (PDS) - partnership of Westside Elementary teachers and Principal with Bethune Cookman University staff and students	Administrators	June 2013	
8	8. Peer Assistance and Review Program	PAR teachers	June 2013	
9	9. Plus One - extra hour of paid instruction	Title I	June 2013	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

## 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
40	2.5%(1)	37.5%(15)	30.0%(12)	30.0%(12)	32.5%(13)	100.0%(40)	15.0%(6)	0.0%(0)	35.0%(14)

## 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
Ed Dinger	Margaret Haller	New teacher assignment through the Peer Assistance and Review program	Weekly meetings and coaching

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Westside Elementary include:

- Instructional Coach for the purpose of comprehensive staff development
- Family Center Office Specialist who helps to facilitate our extensive parent involvement program
- Language Arts Specialist and Reading Intervention Teacher to provide interventions for students in need via a push-in model and small group intensive interventions.
- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data and teacher survey
- Teacher as Tutor to provide interventions for students in need via a push-in model and small group intensive interventions.
- Parent to Kid – teachers meet with parents and children six evenings to provide strategies and techniques to assist parents in working with children academically.

#### Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

#### Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

#### Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

#### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

#### Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

#### Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

#### Violence Prevention Programs

Westside Elementary offers the following non-violence and anti-drug programs:

- Student mentoring program
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying program
- Be a Buddy program
- Red Ribbon Week
- No Name Calling Week
- Second Step Character Education
- Violence Prevention Lessons
- Safety Patrols
- Student Ambassador program

#### Nutrition Programs

Westside Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Free breakfast for all students
- Fresh Fruits and Vegetables Program - State Grant
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Walking School Bus – grant funded

#### Housing Programs

N/A

#### Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.
- Westside Kindergarten teachers host a county-wide articulation with Head Start teachers in the Spring to facilitate a seamless transition of Head Start students into the kindergarten program.

#### Adult Education

Through the 21st CCLC grant, Westside Elementary provides assistance to adults after school hours in a computer lab to gain technology skills. Assistance is given in tutorials to ascertain a high school diploma through the GED program.

#### Career and Technical Education

Westside students explore career awareness on websites; i.e. Bureau of Labor Statistics.

#### Job Training

Westside Elementary offers students' career awareness opportunities through Jr. Achievement programs (JA in a Day), job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

#### Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

**Principal:** Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

**School Psychologist:** Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

**Select General Education Teachers (Primary and Intermediate):** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teachers:** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

**Instructional Coaches and Administrators:** Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**Guidance Counselor:** Works with the RtI team to develop an explicit and systematic plan for Tier 2 and 3 students with behavior and/or academic needs. The Guidance Counselor is also responsible for Tier 1 students' core curriculum activities in character education.

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 school's RtI leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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 school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

#### 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.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Describe the plan to train staff on MTSS.

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Reading Coach, Language Arts Specialist, Media Specialist, Support Facilitator, PST Chairperson and Intervention Teachers.

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

The LLT meets weekly or more frequently as needed to discuss and monitor the progress in literacy of all students. The Principal provides the common vision for the use of data-based decision-making and ensures that school staff has literacy skill sets to accomplish the vision. The Assistant Principal participates in the discussions of Tier 1 instruction and assists in the monitoring of instruction. The Instructional Coach leads and evaluates in the school core content standards, identify and analyze existing current scientifically based research on intervention strategies and assist with the implementation and assessing of ongoing progress monitoring. The intervention teachers participate in student data collection and integrate activities and materials into Tier 3 intervention.

The Support Facilitator progress monitors students with IEPs and shares this information with the rest of the LLT. The PST Chairperson updates the LLT on current progress of identified students and receives input for further decision making. The Media Specialist is responsible for providing motivating strategies for student and teacher readers. In addition, the Media Specialist aligns the curriculum of the media center with the identified reading needs of the school.

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

The major initiatives of the LLT this year will include implementing and monitoring a cohesive core reading instruction program to include Tier 1,2 and 3 students which provides greater rigor. Particular focus will be on collaborating on strategies to meet the barriers that keep us from achieving satisfactory learning gains in general education and separate ESE classes as well as the lowest 25% making learning gains. All intermediate grades will focus on teaching to greater depth of the Standards and giving specific focus to informational text and how it is taught throughout the core subjects.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/3/2012)

## \*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.

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

## \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

N/A

## \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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



N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd - 18% (12) 4th - 35% (24) 5th - 13% (14)	3rd - 23% 4th - 40% 5th - 18%

#### 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	Challenge of working with high population of at risk students.	Ensure that all teachers receive professional development related to effective instructional strategies in reading. Coaching of teachers during the reading block to provide effective feedback.	Reading Coach District Support TOAs	Ongoing monitoring of formative assessments and observations by Administrator.	Reading assessment data, FAIR data, FCAT results
2	Adequate funds for professional development.	Budget Title I funds and apply for SAI funds.	Instructional Coach and Administrator.	Receiving the funds.	Teachers implementing strategies from training as documented by the Instructional Coach.
3	Challenges of working with at-risk SES students.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.  Ongoing schoolwide professional development in Guided Reading.	Reading Coach	Look at data, classroom observations and follow-up coaching. Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
4	Teachers not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff  Reading Coach	Ongoing monitoring through VSET observations	Teacher record of reflections on literacy strategy use FAIR data, FCAT results Pinnacle

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:	N/A
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
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	N/A	N/A	N/A	N/A	N/A

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:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd - 12% (8) 4th - 13% (9) 5th - 14% (15)	3rd - 15% 4th - 16% 5th - 17%

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	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet bi-weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.  Target students during daily Walk to Intervention to foster enrichment activities.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data  Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Lack of knowledge of available programs for enrichment.	Enlist the expertise of District Reading personnel on appropriate materials for reading enrichment.	Instructional Coach	Increased student achievement and implementation of suggested materials.	District Assessments 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	NA
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	N/A	N/A	N/A	N/A	N/A

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:	Students making Learning Gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%	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	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Grade Chairs Instructional Coach  Gradebook Managers	Administrators Monitor	District Interim Assessments FCAT 2.0  FAIR assessments
2	Challenge for students to retain meaning of vocabulary.	<ul style="list-style-type: none"> <li>Text talk</li> <li>Skills – synonyms, antonyms, context clues</li> <li>Resources- dictionary, thesaurus,</li> <li>Phoneme Grapheme Mapping (morphology)</li> <li>Thinking Maps</li> </ul>	Instructional Coach, LLT	Increase in scores for vocabulary standards.	District Interim tests, FCAT
3	Challenge to achieve 70% or higher on all district tests.	<ul style="list-style-type: none"> <li>Guided Reading Skill groups</li> <li>Differentiated Workstations keeping multiple intelligences in mind</li> <li>Homogeneous groups based on test data</li> <li>Intensive reading instruction in small groups outside of the reading block</li> <li>Thinking Maps</li> </ul>	Instructional Coach	PLC data analysis of interim and weekly assessments utilizing Performance Matters data system.	District Interim tests, FCAT
4	Challenge for students to receive additional instruction.	Provide opportunity for specific small group instruction at Saturday FCAT Camp for six weeks	Instructional Coach and Assistant Principal	Increase in student achievement	FCAT
5	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative	Reading Coach, ESE Lead Team, Administrators	FAIR assessments will be analyzed three times each year.  FCAT Explorer and District Interim	FAIR assessments  FCAT Explorer  District Interim Assessments

	team.	Assessments will be monitored monthly to note student improvements.
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

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:	Students in Lowest 25% making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	69%

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	Challenge of enough time for multiple reinforcement for the lowest quartile of students.	Give opportunity of extended day through the Westside Nights Alive program.	WNA facilitator	Increase in student achievement in reading of the lowest quartile.	Program evaluation tools which use pre, mid and post tests for progress monitoring.
2	Challenge to engage students while reading.	<ul style="list-style-type: none"> <li>• QAR</li> <li>• Thinking Maps</li> <li>• Kagan Structures</li> <li>• Reciprocal Teaching</li> <li>• Setting the purpose</li> <li>• Note taking skills</li> </ul>	Reading Coach, Academic Coach, Intervention teachers, Administrator	Increase in success on each of the reading standards through data analysis at PLC meetings and LLC.	District Interim tests, FCAT
3	Challenge to motivate students to read.	<ul style="list-style-type: none"> <li>• Reading Counts incentives</li> <li>• Media Lessons</li> <li>• Increased book check out from media center</li> <li>• Book Fair</li> <li>• Walk to Read with the</li> </ul>	Media Specialist, Reading Coach, Administrator	Data from Reading Counts reports and increased media check out.	Reading Counts Reports, Media Center book check out count report.

		Principal • Read Across America			
4	Challenge to provide intensive intervention daily.	Utilize an intensive reading intervention teacher to give additional remediation daily to the lowest quartile.	Reading Intervention Teacher	Increase in student achievement in reading of the lowest quartile.	District reading interim tests, FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal #				
		Target AMOs: 2012-13 45%; 2013-14 51%; 2014-15 56%; 2015-16 62%; 2016-17 67% Target: Increase level 3 and higher rate to 67% om 2016-2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	35	45	51	56	62	

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:	In 2012-13, no fewer than 43% of the Black subgroup and 55% of the White subgroup will score at level 3 or higher in reading. Black: Target AMO 2013-14, 48%; Target AMO 2014-15, 54%; Target AMO 2015-16, 60%; Target AMO 2016-17 66% White: Target AMO 2013-14, 60%; Target AMO 2014-15, 64%; Target AMO 2015-16, 69%; Target AMO 2016-17 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% Black subgroup (2011-12 Target AMO 37%) 63% White subgroup (2011-12 Target AMO 51%)	43% Black subgroup 55% White subgroup

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	Challenge of this subgroup's lack of background knowledge.	<ul style="list-style-type: none"> <li>Provide multiple content area reading opportunities</li> <li>Safari Montage</li> <li>Project-based assignments to enhance research skills</li> <li>In-school field trips, guest speakers</li> </ul>	Instructional Coach, Administrator	Increase in student achievement scores.	District Interim tests, FCAT
2	African-American: This population overall has not had the same cultural advantage needed for success in an education setting.	Ensure that all teachers receive professional development related to effective instructional strategies in reading for minority students. Follow up and coaching will be provided.	Instructional Coach  Instructional Support TOAs and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT 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 reading.	NA
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Reading Goal #5C:	
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
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The percentage of Students With Disabilities meeting level 3 or higher for 2012-13 will be 23%. Target AMO 2013-14, 31%; Target AMO 2014-15, 39%; Target AMO 2015-16, 46%; Target AMO 2016-17, 54%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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SWD 13% (Target AMO 2011-12, 16%)	SWD meeting level 3 or higher 23%
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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	Challenge of meeting Individualized Education Plans (IEP) which are below grade level while meeting grade level expectations.	<ul style="list-style-type: none"> <li>Use the Reading Progression Checklist to appropriately remediate missing skills.</li> <li>Provide Intensive Intervention outside of the reading block to provide instruction beyond the IEP goals.</li> </ul>	Case managers, Instructional Coach, ESE Chairs	Mastery of below grade level items on Reading Progression Checklist.	On grade level District Interim tests, FCAT
2	Challenge of students comprehension compromised by fluency of reading.	<ul style="list-style-type: none"> <li>Direct Instruction with emphasis on phonics</li> <li>One minute timed readings</li> <li>Choral reading</li> <li>Read Naturally</li> <li>Reader's Theater</li> </ul>	Direct Instruction Consultant, Instructional Coach, IEP Case managers	Increase in oral reading fluency rate.	FAIR, DRA2, weekly fluency checks

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:	In 2012-13, no fewer than 45% of Economically Disadvantaged students will score level 3 or higher in reading. Target AMO 2013-14, 51%; Target AMO 2014-15, 56%; Target AMO 2015-16, 62%; Target AMO 2016-17, 67%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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35% (Target AMO 40%)			45% Economically Disadvantaged scoring 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	Challenge to motivate students to read	<ul style="list-style-type: none"> <li>• Reading Counts Reading Incentive Program</li> <li>• Book Fair participation</li> <li>• Read Across America</li> <li>• Media Lessons and checkout of high interest books</li> </ul>	Media Specialist, Instructional Coach	Reports from Reading Counting indicating number of books read and assessed; increase in books checked out from media center.	Reading Counts and Circulation reports.
2	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Instructional Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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
PD - Guided Reading	K-5 Reading	Reading Coach and Instructional Support TOAs	Select K-5 teachers	Initial training during October and November; implementation within 30 days; follow-up within 60 days.	Classroom Visitation/coaching	Instructional Coach
PD - Gradebook implementation	School-wide	Gradebook Managers	School-wide	Initial training during Preplanning; implementation within 30 days, follow-up at various early release days throughout the year	Teachers to produce product	Gradebook Managers and Administration
PD - Professional Learning Communities focus on lowest achievers; maintaing and increasing high achievers	K-5	Grade Chairs and Instructional Coaches	PLC school-wide by grade level	Initial meeting in August with implementation and follow-up within 15 days at next PLC meeting	Data brought to PLC and PLC minutes	Grade Chair

Reading Budget:

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



Provide intensive intervention in reading	McGraw Hill	Title I	\$6,591.00
			Subtotal: \$6,591.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Provide substitutes for teachers to attend PD during contract hours	Substitutes	Title I	\$15,000.00
			Subtotal: \$15,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Motivate students to read	Reading Counts incentives	School Advisory Council	\$50.00
Coaching teachers	Reading Coach	Title I	\$52,126.00
Provide intensive reading instruction	.5 Reading Intervention teacher	Title I	\$23,524.00
			Subtotal: \$75,700.00
			<b>Grand Total: \$97,291.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.			
2012 Current Percent of Students Proficient in listening/speaking:					
50% (5)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach ELL Contact	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	NA
2012 Current Percent of Students Proficient in reading:	

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
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			The percentage of students scoring proficient in Writing on CELLA will increase by 2%.		
2012 Current Percent of Students Proficient in writing:					
20% (2)					
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	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners and ELL students have Spanish to English supplemental materials such as pictures with words and dictionaries.	Administrator Instructional Coach ELL Contact	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Students have Spanish to English supplemental materials such as pictures with words and dictionaries.	Word to word dictionaries Picture dictionaries	Title III	\$80.00
			Subtotal: \$80.00
			<b>Grand Total: \$80.00</b>

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The percent of students achieving proficiency (FCAT Level 3) in mathematics will increase by 5%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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3rd - 20% (13) 4th - 41% (28) 5th - 30% (32)	3rd - 25% 4th - 46% 5th - 35%
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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	Students are challenged with correctly completing problem solving questions	Teachers will receive training on additional methods of presenting problem solving strategies.	Instructional Support TOAs Math Coach Administrators	Increased student achievement in math scores	District Interim tests and FCAT
2	Teachers unfamiliar with the use of the manipulatives that are part of the math series.	Provide teachers with training on the use of math manipulatives specific to grade level and benchmark.	Administrator	Increased achievement in math scores.	District Interim tests and FCAT
3	Students missing basic math skills	Provide teachers with Rocket Math and Reflex Math for basic math facts fluency.	Instructional Support TOAs Math Coach Administrators	Increased student achievement in math scores	District Interim tests and FCAT
4	The math series and the non-spiraling curriculum	Provide teachers with ongoing training and coaching on EnVison math and the Next Generation of Sunshine State Standards in Math (Core Curriculum Standards for kindergarten)	Math Coach	Increased achievement in math scores	District Interim tests and FCAT
5	District interim tests do not correlate with FCAT results.	Use other testing materials in fourth and fifth grade to get a better snapshot of strands that need strengthening throughout the year.	Administrator Math Coach and Grade Chairs	Increased achievement in state math scores	FCAT
6	Students are not exposed consistently and repeatedly with benchmark skills throughout the year.	Third, fourth and fifth grade teachers will continue to receive training and coaching on Acaletics, a daily program that reviews each of the five math strands and eight mathematical practices.	Administrator and Math Coach	Increased achievement in math scores.	District Interim tests and FCAT
7	Students struggle to answer high level questions and being able to frame those questions with a thinking process	Students will begin using Thinking Maps regularly in math to reinforce higher level thinking processes	Administrator	Increased student achievement in math scores	District Interim 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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	NA
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	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:	The percent of students achieving above proficiency (FCAT Levels 4 and 5) in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd - 14% (9) 4th - 33% (23) 5th - 9% (10)	3rd - 19% 4th - 38% 5th - 14%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet bi-weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.  Target students during daily Walk to Intervention to foster enrichment activities.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data  Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Time to provide enrichment for students who already understand the material.	Grade Level Teams will survey interests of their students and provide weekly enrichment based on the survey	Grade Chairs	Maintained and increased student achievement	Math District Interim tests, FCAT, DA assessments
3	Minimal math skills	Teach math to greater depth	Math Coach Instructional Support TOAs	Maintained and increased student achievement in math	Math District Interim tests, FCAT, DA 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	NA
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	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The percent of students making Learning Gains in mathematics will be 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%	55%

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 using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Grade Chairs Instructional Coach  Gradebook Managers	Administrators Monitor	District Interim Assessments FCAT 2.0  FAIR assessments
2	Lack of student ability to apply math in problem solving	Incorporate hands on with manipulatives to a greater degree; use manipulatives during District assessments.	Instructional Support TOAs Math Coach, Administrators	Increased student achievement in math	District Interim Assessments, FCAT, DA 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	NA
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	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The percent of students in the Lowest 25% making learning gains in mathematics will be 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
101%	51%

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	Challenge of enough time for multiple reinforcement for the lowest quartile of students.	Give opportunity of extended day through the Westside Nights Alive program.	WNA facilitator	Increase in student achievement in reading of the lowest quartile.	Program evaluation tools which use pre, mid and post tests for progress monitoring.
2	Students missing basic math skills	Use computer programs such as Reflex Math and Sumdog to help with automaticity of math facts	Instructional Support TOAs Math Coach Administrators	Increased achievement in math scores	District Interim tests and FCAT
3	Students need small group intervention.	Intensive math intervention provided for lowest quartile students outside of the math block	Math Coach Math Intervention Teachers	Increased achievement in math scores	District Interim tests and FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Target AMOs: 2012-13 43%; 2013-14 49%; 2014-15 55%; 2015-16 60%; 2016-17 66% Target: Increase level 3 and higher rate to 66% by 2016-2017. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38%	43%	49%	55%	60%	

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:	In 2012-13, no fewer than 42% of the Black subgroup and 48% of the White subgroup will score at level 3 or higher in math. Black: Target AMO 2013-14, 48%; Target AMO 2014-15, 53%; Target AMO 2015-16, 59%; Target AMO 2016-17 65% White: Target AMO 2013-14, 54%; Target AMO 2014-15, 59%; Target AMO 2015-16, 64%; Target AMO 2016-17 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% Black subgroup (2011-12 Target AMO 36%) 67% White subgroup (2011-12 Target AMO 43%)	42% Black subgroup 48% White subgroup

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 who need an increased capacity with number sense	Incorporate math throughout all subjects, with emphasis on Special Area teachers showing real world relevance of math.	Grade Chairs, including Special Area Chair Math Coach Administrator	Increased student achievement in math	District Interim tests, FCAT, DA assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	NA
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
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The percentage of Students With Disabilities meeting level 3 or higher for 2012-13 will be 21%. Target AMO 2013-14, 29%; Target AMO 2014-15, 37%; Target AMO 2015-16, 45%; Target AMO 2016-17, 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 20% (Target AMO 2011-12, 13%)	SWD meeting level 3 or higher 21%

Problem-Solving Process to Increase Student Achievement



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	IEP goals reflect below grade level instruction but assessments require on grade level proficiency	Use the Math Progression of Skills Checklist to cross-reference skills where possible	ESE Grade Chairs and Support Facilitator	Increased achievement for students with disabilities	On level District Math interim tests, FCAT, DA 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:	In 2012-13, no fewer than 43% of Economically Disadvantaged students will score level 3 or higher in math. Target AMO 2013-14, 49%; Target AMO 2014-15, 55%; Target AMO 2015-16, 60%; Target AMO 2016-17, 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (Target AMO 38%)	43% Economically Disadvantaged student scoring 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	Lack of automaticity of math facts preventing higher level problem-solving	Provide practice on Reflex math and Rocket Math which instill pride and motivation for becoming fluent in math facts.	Math Coach	Increased student knowledge of math facts.	District Math Interim results Reports from Reflex Math

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rocket Math for basic math skills fluency.	Grades 2-5 math	Math Coach	Grade 2-5 teachers, including Separate Class ESE	Initial training at PLC in October; implementation within 30 days; ongoing coaching.	Minutes from PLC and classroom visits by Math Coach.	Math Coach Administration
Intermediate teachers will continue to receive training and follow up coaching on Acaletics.	Grades 3, 4 and 5 Math	Math Coach and Coach from Acaletics	All intermediate teachers, including Separate Class ESE	Initial meeting during preplanning with implementation within 10 days; ongoing coaching quarterly or more frequently if needed.	Scheduled coaching days and debriefing with teachers. Monitoring with assessments provided by Acaletics.	Math Coach Administration

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Third, fourth and fifth grade teachers will continue to receive training and coaching on Acaletics.	Acaletics	Title I	\$16,500.00
			Subtotal: \$16,500.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Provide practice for basic math fluency facts.	Explore Learning	Title I	\$2,995.00
			Subtotal: \$2,995.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Provide substitutes so that teachers may attend PD during contract hours.	Substitute teachers	Title I	\$6,000.00
			Subtotal: \$6,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Intensive Math intervention provided for lowest quartile students outside of the math block.	Math intervention teacher	Title I	\$44,690.00
Provide teachers with training, and subsequent coaching, on effective intervention methods.	Math Instructional Coach	Title I	\$58,763.00
			Subtotal: \$103,453.00
			<b>Grand Total: \$128,948.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The percent of students achieving proficiency (FCAT Level 3) in science will increase by 5%.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
5th - 29% (26) achieving proficiency (FCAT Level 3) in science		5th - 34% achieving proficiency (FCAT Level 3) in science			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At-risk students with limited background knowledge.	Provide teachers with staff development in incorporating science into other content areas to increase student background knowledge	Science Intervention, Instructional Support TOAs	Increased student achievement in science	District Science Interim tests, FCAT, DA assessments
	Students limited	Hands on experiments	Science	Increased student	District Science

2	exposure to real life application of science	to be implemented weekly to enhance science lessons. Students will participate in producing a Science Project.	intervention teacher	achievement in science.	Interim tests, FCAT, DA assessments
3	Students limited knowledge in scientific process	Students will use interactive notebooks	Science intervention teacher Grade Chairs Administrators	Increased student achievement in science.	Interactive Notebooks, District Science Interim Tests, FCAT, DA assessments
4	Large classes in fourth and fifth grade making it a challenge to monitor each student's needs in science	Teacher dedicated to science instruction and science intervention in fifth grade	Administrator	Increased student achievement in science	District Science Interim Tests, DA assessments 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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	NA
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	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The percent of students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5th - 8% (7) achieving above proficiency (FCAT Levels 4 and 5) in science	5th- 13% achieving above proficiency (FCAT Levels 4 and 5) in science

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within	Teams (with the support of the coaching staff) will meet bi-weekly in Professional Learning Communities to work	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data  Track student growth	Reading assessment data, FAIR data, Math assessment data, Science assessment

1	the school day.	collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.  Target students during daily Walk to Intervention to foster enrichment activities.		using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	data, FCAT results
2	Minimum knowledge of science	Teach science to greater depth	Science Intervention	Increased student achievement in science	Science Interim tests, FCAT, DA 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:

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	N/A	N/A	N/A	N/A	N/A

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						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Large classes in fourth and fifth grade making it a challenge to monitor each student's needs in science	Science Intervention Teacher	Title I budget	\$61,432.00
			Subtotal: \$61,432.00
			<b>Grand Total: \$61,432.00</b>

*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:	The percent of students achieving proficiency (3.0 and above) in writing will be 91% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing	27% or higher achieving Proficiency(FCAT Level 4.0 and higher) in writing based on the 2012 State Average of Fourth Graders scoring 4.0 or higher in Writing on FCAT

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At-risk students entering with inadequate writing skills.	Support fourth grade teachers with a Language Arts Specialist/Intervention teacher.	Language Arts Specialist, Administrator	Students will show an increase in writing scores.	District Writing prompts, FCAT
2	State requirements have been raised to achieve a Level 4 which include increased proficiency in grammar and spelling.	During the writing block in fourth grade, focus on specific grammar skills holding students to a higher standard in proficiency	Language Arts Specialist, , Administrator	Students will show an increase in writing scores.	District writing prompts, FCAT
3	Students entering fourth grade with missing skill sets in writing	Language Arts Specialist will model attend K-3 PLC meetings when discussing writing data to provide Best Practices in Writing	Instructional Coach, Language Arts Specialist, Instructional Support TOAs, Administrator	K-3 Students will show an increase in writing scores.	District writing prompts
	Poor language skills	Using document	Language Arts	Fourth grade students	District writing

4	affecting proper writing of 4.0 papers	cameras for whole group instruction in grammar and what a 4.0 paper looks like	Specialist, Administrator	will show an increase in writing scores	prompts, FCAT
5	At-risk students with limited background knowledge.	Students will have the opportunity to read and then write during the content area classes for additional background exposure.	Grade Level Chair and Language Arts Specialist	Fourth grade students will show an increase in writing scores	District writing prompts, FCAT

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	NA
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
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						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Support fourth grade teachers with a Language Arts Specialist (Reading/Writing Intervention)	Writing/Reading Intervention Teacher	Title I	\$47,048.00
			Subtotal: \$47,048.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$47,048.00</b>

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Decrease the number of excessive absences and tardies by 10%.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94.38%		95%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
189		170			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
229		206			
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	Motivation to attend school and to be on time	Celebrate perfect attendance and increase of on-time performance	Attendance Clerk	Increase in percentage of attendance and decrease of tardiness.	School attendance reports.

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

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

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

Attendance Budget:

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

*End of Attendance Goal(s)*

Suspension Goal(s)

*\* 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:	The percent of students with out-of-school suspension will decrease by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
14	13
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School



13	12
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
71	64
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
38	34

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 motivation to comply with School Behavior Plan	Provide extrinsic rewards for appropriate behavior	Behavior Leadership Chairman	Decreased number of out-of-school suspensions and decrease in overall referrals.	Discipline/referral reports.
2	Students missing school because of out of school suspensions	Provide Saturday School as an alternative to out of school suspension.	Administrator	Decreased number of out-of-school suspensions.	Discipline/referral 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						

Suspension Budget:

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

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

End of 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>	Parent Involvement will increase by 5% as measured by sign in sheets from school wide events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Meet the Teacher 203 Celebrate the Family 80 Family Fun Saturdays 20 DUDES Day 54 FCAT Night 0 - did not have Black History Program - count not taken Dr. Seuss on the Loose/PTA mtg 105 Neighborhood Watch for Education 320 There were additional events parents attended that were new totaling over 300 more parents Total participation 1077	Through various activities we will have sign in and participation of 1121 parents.

### 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	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP
2	Challenge to including extended family members who very often are caretakers of the children	Provide an informational breakfast for "grandparents" and then have them tour the children's classrooms.	Parent Liaison	Increased family involvement	Attendance and exit interview cards
3	High mobility rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are	Administration Parent Liaison	Climate Survey April 2012	5-Star status for 2012 school year

		provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children. Refer to PIP		
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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
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
Provide books for Bingo for Books to increase parent involvement in literacy.	Books	Title I	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$500.00</b>

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	Fifth grade teachers will produce 2 new project-based STEM Lessons				
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 time to develop high-quality lessons that integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices	Instructional Support TOAs Math coach Science Intervention Teacher	Monitor usage and implementation data of STEM modules	Usage data

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

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

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

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



## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide intensive intervention in reading	McGraw Hill	Title I	\$6,591.00
Mathematics	Third, fourth and fifth grade teachers will continue to receive training and coaching on Acaletics.	Acaletics	Title I	\$16,500.00
Writing	Support fourth grade teachers with a Language Arts Specialist (Reading/Writing Intervention)	Writing/Reading Intervention Teacher	Title I	\$47,048.00
				Subtotal: \$70,139.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide practice for basic math fluency facts.	Explore Learning	Title I	\$2,995.00
				Subtotal: \$2,995.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide substitutes for teachers to attend PD during contract hours	Substitutes	Title I	\$15,000.00
Mathematics	Provide substitutes so that teachers may attend PD during contract hours.	Substitute teachers	Title I	\$6,000.00
				Subtotal: \$21,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Motivate students to read	Reading Counts incentives	School Advisory Council	\$50.00
Reading	Coaching teachers	Reading Coach	Title I	\$52,126.00
Reading	Provide intensive reading instruction	.5 Reading Intervention teacher	Title I	\$23,524.00
CELLA	Students have Spanish to English supplemental materials such as pictures with words and dictionaries.	Word to word dictionaries Picture dictionaries	Title III	\$80.00
Mathematics	Intensive Math intervention provided for lowest quartile students outside of the math block.	Math intervention teacher	Title I	\$44,690.00
Mathematics	Provide teachers with training, and subsequent coaching, on effective intervention methods.	Math Instructional Coach	Title I	\$58,763.00
Science	Large classes in fourth and fifth grade making it a challenge to monitor each student's needs in science	Science Intervention Teacher	Title I budget	\$61,432.00
Parent Involvement	Provide books for Bingo for Books to increase parent involvement in literacy.	Books	Title I	\$500.00
				Subtotal: \$241,165.00
				Grand Total: \$335,299.00

# 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 10/4/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC will consider requests which support the school's reading goals. At this time we are not sure if SAC funds will be distributed and if funds are distributed, it will most likely be mid-year.	\$1,000.00

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

SAC will be monitoring the School Improvement Plan, making key decisions on the direction of the school curriculum and ways to support this financially. SAC will also become knowledgeable on important education issues so that the members may be advocates for Westside and Volusia County.



# 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

Volusia School District WESTSIDE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	59%	94%	50%	259	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	50%	43%			93	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?	51% (YES)	43% (NO)			94	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					446	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Volusia School District WESTSIDE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	67%	80%	40%	249	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	54%	63%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	65% (YES)			118	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					484	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested