FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WESTSIDE ELEMENTARY SCHOOL

District Name: Columbia

Principal: Cherie Hill

SAC Chair: Janice Camp

Superintendent: Michael Millikin

Date of School Board Approval:

Last Modified on: 9/28/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 Grade A 618 points 82% of students met high standards in reading in 2011-2012, 73% made learning gains in reading, 74% of the lowest 25% made learning gains in reading 71% of students met high standards in math in 2011-2012, 76% made learning gains in math, 72% of the lowest 25% made learning gains in math 78% of students met high standards in science in 2011-2012, the highest ever 92% of students met high standards in writing in 2011-2012 2010-2011 Grade A Met 100% of AYP requirements 620 points (highest ever) 89% of students met high standards in

					reading in 2010-2011, 78% made learning gains in reading, 59% of the lowest 25% made learning gains in reading 84% of students met high standards in math in 2010-2011, 72% made learning gains in math, 75% of the lowest 25% made learning gains in math 64% of students met high standards in science in 2010-2011 99% of students met high standards in writing in 2010-2011, the highest ever 2009-2010 Grade A Met 97% of AYP requirements 564 points Economically Disadvantaged did not make AYP in Math 86% of students met high standards in reading in 2009-2010, 65% made learning gains in reading, 61% of the lowest 25% made learning gains in reading 84% of students met high standards in math in 2009-2010, 61% made learning gains in math, 54% of the lowest 25% made learning gains in math 68% of students met high standards in science in 2009-2010 85% of students met high standards in writing in 2009-2010
Principal	Cherie Hill	Bachelor of Science in History Master of Education in Elementary Education Educational Leadership	6	9	2008-2009 Grade A Met 97% of AYP requirements 604 points Economically Disadvantaged did not make AYP in Math 92% of students met high standards in reading in 2008-2009, 76% made learning gains in reading, 75% of the lowest 25% made learning gains in reading 86% of students met high standards in math in 2008-2009, 68% made learning gains in math, 55% of the lowest 25% made learning gains in math 56% of students met high standards in science in 2008-2009 96% of students met high standards in writing in 2008-2009 2007-2008 Grade A Met 92% of AYP requirements 562 points Students with disabilities did not make AYP in reading and math Did not meet AYP requirements in writing 88% of students met high standards in reading in 2007-2008, 68% made learning gains in reading, 56% of the lowest 25% made learning gains in reading 81% of students met high standards in math in 2007-2008, 67% made learning gains in math, 64% of the lowest 25% made learning gains in math 56% of students met high standards in science in 2007-2008 82% of students met high standards in writing in 2007-2008 2006-2007 Grade A Met 100% of AYP requirements 546 points 82% of students met high standards in reading in 2006-2007, 72% made learning gains in reading, 57% of the lowest 25% made learning gains in reading 73% of students met high standards in math in 2006-2007, 65% made learning gains in math, 68% of the lowest 25% made learning gains in math

Subject Area	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record
Assis Principal	Terri Thomas	Bachelor of Science Master of Education Certifications: Educational Leadership K-12 Business Education 7-12		3	58% of students met high standards in science in 2006-2007 71% of students met high standards in writing in 2006-2007 2011-2012 Fort White High School Grade pending 2010-2011 Fort White High School 473 Points 57% of students met high standards in reading in 2010-2011, 47% made learning gains in reading, 48% of the lowest 25% made learning gains in reading 70% of students met high standards in math in 2010-2011, 65% made learning gains in math, 65% of the lowest 25% made learning gains in math 46% of students met high standards in science in 2010-2011, 75% of students met high standards in writing in 2010-2011 2009-2010 Challenge Learning Center (alternative program)

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)
					2011-2012 Grade A 618 points 82% of students met high standards in reading in 2011-2012, 73% made learning gains in reading, 74% of the lowest 25% made learning gains in reading 71% of students met high standards in math in 2011-2012, 76% made learning gains in math, 72% of the lowest 25% made learning gains in math 78% of students met high standards in science in 2011-2012, the highest ever 92% of students met high standards in writing in 2011-2012 2010-2011 Grade A Met 100% of AYP requirements 620 points (highest ever) 89% of students met high standards in reading in 2010-2011, 78% made learning gains in reading, 59% of the lowest 25% made learning gains in reading 84% of students met high standards in math in 2010-2011, 72% made learning gains in math, 75% of the lowest 25% made learning gains in math 64% of students met high standards in science in 2010-2011 99% of students met high standards in writing in 2010-2011, the highest ever 2009-2010 Grade A Met 97% of AYP requirements 564 points

| Instructional Coach | Amanda Bullard | Masters in Elementary Education Reading Endorsement | 12 | 7 | Economically Disadvantaged did not make AYP in Math
86% of students met high standards in reading in 2009-2010, 65% made learning gains in reading, 61% of the lowest 25% made learning gains in reading

84% of students met high standards in math in 2009-2010, 61% made learning gains in math, 54% of the lowest 25% made learning gains in math

68% of students met high standards in science in 2009-2010

85% of students met high standards in writing in 2009-2010

2008-2009
Grade A
Met 97% of AYP requirements
604 points
Economically Disadvantaged did not make AYP in Math
92% of students met high standards in reading in 2008-2009, 76% made learning gains in reading, 75% of the lowest 25% made learning gains in reading

86% of students met high standards in math in 2008-2009, 68% made learning gains in math, 55% of the lowest 25% made learning gains in math

56% of students met high standards in science in 2008-2009

96% of students met high standards in writing in 2008-2009

2007-2008
Grade A
Met 92% of AYP requirements
562 points
Students with disabilities did not make AYP in reading and math
Did not meet AYP requirements in writing
88% of students met high standards in reading in 2007-2008, 68% made learning gains in reading, 56% of the lowest 25% made learning gains in reading

81% of students met high standards in math in 2007-2008, 67% made learning gains in math, 64% of the lowest 25% made learning gains in math

56% of students met high standards in science in 2007-2008

82% of students met high standards in writing in 2007-2008

2006-2007
Grade A
Met 100% of AYP requirements
546 points
82% of students met high standards in reading in 2006-2007, 72% made learning gains in reading, 57% of the lowest 25% made learning gains in reading

73% of students met high standards in math in 2006-2007, 65% made learning gains in math, 68% of the lowest 25% made learning gains in math

58% of students met high standards in science in 2006-2007

71% of students met high standards in writing in 2006-2007

2005-2006
Grade A
385 Points
81% of students met high standards in reading in 2005-2006, 62% made learning gains in reading, 53% of the lowest 25% made learning gains in reading

66% of students met high standards in math in 2005-2006, 53% made learning gains in math | | |

						70% of students met high standards in writing in 2005-2006

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. Interview Candidates 2. College Interns/St. Leo's 3. Reviewing resumes 4. Teacher mentors	Interview Team Principal Principal Principal	Ongoing Ongoing Ongoing Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2%(1) - Out of field Non-Highly Effective teachers who received less than an effective rating - not available at this time	Out of field teacher will be taking the elementary education certification exam

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
49	4.1%(2)	16.3%(8)	34.7%(17)	49.0%(24)	38.8%(19)	100.0%(49)	14.3%(7)	2.0%(1)	53.1%(26)

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
Maxine Williams Amy Smith	Tiersa Stalvey Kim Brobston	Beginning Teacher Beginning Teacher	Mentors will work with mentees to assist with planning, classroom management, and model lessons and teaching methods. Mentors will guide mentees in completing the different domains of the Beginning Teacher Program.

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Professional Development is in accordance with the district plan.

Title III

NA

Title X- Homeless

Managed by the district

Supplemental Academic Instruction (SAI)

Struggling students receive additional support by tutors hired with SAI funds.

Violence Prevention Programs

Too Good for Drugs
Resource Officers - on call
Crisis Response Team

Nutrition Programs

Free and reduced meals are provided to eligible students.

Housing Programs

NA

Head Start

NA

Adult Education

Provided by the district

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal (Cherie Hill), Instructional Coach (Amanda Bullard), Curriculum Liaison (Janice Camp), Guidance Counselor (Cherisse

Higgs), ESE Teacher(Tina Jenkins, Suzanne Swisher, Maxine Williams, or Sue Williamson), ESE Staffing Specialist Mandy Touchton), and School Psychologist(Lance Hastings)

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 purpose of the RtILT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The RtILT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.The RtILT is considered the main leadership team in our school. The RtILT will meet and use the problem solving process to:
• Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
• Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
• Tutoring during the day in small group pull-outs in reading, math and science and writing
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
• Review and interpret student data (academic, behavior and attendance) at the school and grade levels
• Organize and support systematic data collection as needed
• Strengthen the Tier 1 (core curriculum) instruction through supportive coaching, management of resources, and providing professional development in research based instructional strategies.

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 RtILT and SAC were involved in the School Improvement Plan development
• The School Improvement Plan is the working document that guides the work of the RtILT.
• The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
• The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o review and analyze screening and collateral data
o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
o develop and target interventions based on confirmed hypotheses
o establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
o review goal statements to ensure they are ambitious, time-bound and meaningful
o assess the fidelity of instruction/intervention implementation and other PS/RtI processes

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.

Data Source; Database; Person(s)Responsible

FCAT released test; School Generated Excel Database; Reading Coach
Progress Monitoring Performance Matters; Individual teachers
FAIR; Progress Monitoring and Reporting Network; Reading Coach

Common Assessments*(see below) of chapter/segmentstests using adopted curriculum resources; Subject Area Generated; Individual teachers

Mini-Assessments on specific tested Benchmarks; Subject Area Generated; Individual teachers
Performance Matters - data management; Individual Teachers
school-wide behavior plan; School Generated Database; Guidance Counselor
What data source is used to monitor?

Discipline Referrals;
Classroom behavior plan; Grade Book

A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:
• Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
• Determine which skills need to be taught with alternative strategies.
• Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
• Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)
Data Source; Database;Person(s)Responsible
Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials); School Generated easycbm.com (University of Oregon); PSLT
FAIR OPM; School Generated; Reading Coach
Other Curriculum Based Measurement; School Generated Database in Excel; PSLT/PLCs/Coaches
behavior point sheets; School Generated; Guidance Counselors
*Students receiving pull-out tutoring during the school day will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:
• assess the same skills over time
• have multiple equivalent forms
• are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

RtILT received training provided by the District RtI Coordinator. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues. The RTI Leadership Team will also continue training on site.
The District RtI Coordinator developed resources and staff development trainings on PS/RtI.These tools and staff development sessions were shared with staff when they became available. New staff will be directed to participate in trainings relevant to PS/RtI as they become available.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal(Cherie Hill), Instructional Coach (Amanda Bullard), Curriculum Liaison (Janice Camp), Guidance Counselor (Cherisse Higgs), and Media Specialist (Roxanne Burnam)

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

The school based LTT meets at least four times during the school year to reflect upon and evaluate the effectiveness of the reading and literacy instruction within the school. This committee also determines the intervention needs of each classroom and provides intervention to those classrooms. Through highly trained paraprofessionals and tutors who implement research based programs and instruction, the needs of all students are met. This committee also looks for new ways to make literacy

instruction at Westside Elementary more effective and interesting for all learners.

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

The major initiatives of the LLT this year will be:
1. Intervention schedule based on student needs
2. Investigate different research based reading and intervention materials
3. Ensure that each teacher has the training and materials needed to provide highly effective instruction in reading

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*High Schools Only

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

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

NA

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

NA

Postsecondary Transition

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

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 on the 2013 FCAT Reading will increase from 34% to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (109)	35% (109)

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	mobility parental involvement homelessness truancy issues discipline problems	Incorporate complex texts into whole group and small group reading Review qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands. Review quantitative measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software. Review reader and task considerations, such as students' knowledge, motivation and interests.	Principal Assistant Principal Instructional Coach	1.Review FAIR and Performance Matters regularly. 2.Progress monitoring meetings to review student data. 3. Lesson plans will be reviewed by the principal. 4. Classroom walkthroughs 5. Review of Renaissance Place STAR reports to make sure students are showing growth.	1.FAIR assessment reports 2. Classroom walkthrough logs kept by principal 3. FCAT Reading, Math and Science scores for 2013 4. Performance Matters Assessment 5. STAR Reports
	mobility parental involvement homeless students truancy issues discipline problems	1.1. 1. Westside will continue FAIR assessments to monitor student progress in grades K-5. 2.Continue to use an instructional focus calendar for reading. 3.Provide intervention to struggling students during the uninterrupted 90 minute reading block by highly qualified personnel. 4.Provide 30 minutes of intensive intervention	1.1.Principal Assistant Principal Instructional Coach	1.1 1.Review FAIR and Performance Matters data regularly. 2.Progress monitoring meetings to make sure students are showing growth. 3.Lesson plans will be reviewed by the principal. 4.Classroom walkthroughs to monitor implementation of the 90 minute block,reciprocal teaching, common core	1.1. 1.FAIR assessment reports 2.Classroom walkthrough logs kept by principal 3.FCAT reading score for 2013 4.Performance Matters Assessment Reports 5. STAR Reports

| 2 | outside the 90 minute reading block to Tier 3 students.
5.Teachers will model and teach students to use reciprocal teaching strategies.
6. Use Performance Matters Assessments.
7. Schoolwide implementation of Larry Bell Strategies-12 Powerful Words and Unraavel Strategy
7. Utilize STAR Reading Diagnostic Test
8.Utilize Common Core Standards Grades K-2
9. Incorporate Text Complexity and Close Reading Strategies | | standards, text complexity and close reading strategies, and interventions.
5.Incorporate Flexible Intervention Schedule to meet needs of students.
6.Review of Renaissance Place STAR Reports to make sure students are showing growth. | |

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the FCAT Reading will increase from 47% to 48%
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(150)	48% (149)

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
	mobility parental involvement	Incorporate complex texts into whole group	Principal Assistant Principal	1.Review FAIR and Performance Matters	1.FAIR assessment reports

1	homelessness truancy issues discipline problems	and small group reading Review qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands. Review quantitative measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software. Review reader and task considerations, such as students' knowledge, motivation and interests.	Instructional Coach	regularly. 2.Progress monitoring meetings to make sure students are showing growth. 3. Lesson plans will be reviewed by the principal. 4. Classroom walkthroughs 5. Review of Renaissance Place STAR reports to make sure students are showing growth.	2. Classroom walkthrough logs kept by principal 3. FCAT Reading, Math and Science scores for 2013 4. Performance Matters Assessment 5. STAR Reports
2	mobility parental involvement homeless students truancy issues discipline problems	1.Students will use Renaissance Place Accelerated Reader Program to challenge and motivate students at their Independent Reading Level. 2. Teachers will incorporate the enrichment activities from CCRP at least once a week. 3. Westside will incorporate programs such as Book-It to encourage independent reading of level 4-5 students. 4.Professional Learning Communities 5.Transition to Common Core Standards in grades K-2.	Principal Assistant Principal Instructional Coach	1.Review FAIR and Performance Matters data regularly to assure students are being assessed 2.Progress monitoring meetings to make sure students are showing growth. 3.Lesson plans will be reviewed by the principal. 4.Classroom walkthroughs to monitor implementation of the 90 minute block,reciprocal teaching, common core standards, text complexity and close reading strategies, and interventions. 5.Incorporate Flexible Intervention Schedule to meet needs of students.	1.FAIR Assessment Reports 2.Classroom walkthrough logs kept by principal 3.FCAT reading score for 2013 4. Perfromance Matters Assessment Reports 5. A.R. Reports 6. Lesson plans

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, the percentage of standard curriculum students making learning gains in reading will increase from 73% to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(242)	74% (229)

	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	mobility parental involvement homelessness truancy issues discipline problems	Incorporate complex texts into whole group and small group reading Review qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands. Review quantitative measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software. Review reader and task considerations, such as students' knowledge, motivation and interests.	Principal Assistant Principal Instructional Coach	1.Review FAIR and Performance Matters regularly. 2.Progress monitoring meetings to make sure students are showing growth. 3. Lesson plans will be reviewed by the principal. 4. Classroom walkthroughs 5. Review of Renaissance Place STAR reports to make sure students are showing growth.	1.FAIR assessment reports 2. Classroom walkthrough logs kept by principal 3. FCAT Reading, Math and Science scores for 2013 4. Performance Matters Assessment 5. STAR Reports
2	mobility parent involvement homeless students truancy issues discipline problems	1.small groups 2.provide intervention to struggling students during the uninterrupted 90 minute reading block by highly qualified personnnel 3.provide 30 minutes of intensive intervention outside of the reading block to Tier 3 students 4.Continue Larry Bell 12 Powerful Words 5. Utilize Close Reading and Text Complexity Strategies	Principal Assistant Principal Instructional Coach	1.Progress Monitoring Meetings 2.Principal will review lesson plans 3. Classroom walkthroughs to monitor instruction and intervention	1.FAIR Reports 2. Performance Matter Reports 3.2013 FCAT Scores 4.Classroom Walkthrough Data

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, the percentage of Standard Curriculum students in the lowest 25% making learning gains in reading will increase from 73% to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (34)	74% (32)

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	mobility parental involvement homelessness truancy issues discipline problems	Incorporate complex texts into whole group and small group reading Review qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands. Review quantitative measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software. Review reader and task considerations, such as students' knowledge,	Principal Assistant Principal Instructional Coach	1.Review FAIR and Performance Matters regularly. 2.Progress monitoring meetings to make sure students are showing growth. 3. Lesson plans will be reviewed by the principal. 4. Classroom walkthroughs 5. Review of Renaissance Place STAR reports to make sure students are showing growth.	1.FAIR assessment reports 2. Classroom walkthrough logs kept by principal 3. FCAT Reading, Math and Science scores for 2013 4. Performance Matters Assessment 5. STAR Reports

		motivation and interests.			
2	mobility parental involvement homeless students truancy issues dicipline problems	1.small groups 2.intervention schedule designed to meet needs of struggling students 3. provide intensive instruction to Tier 3 students 4. Teachers will follow curriculum map 5. Professional Learning Communities for teachers to strengthen instructional design	Principal Assistant Principal Instructional Coach	1.Progress Monitoring Meetings 2.Lesson plans and curriculum maps reviewed by principal 3. Classroom walkthroughs by principal	FAIR Reports Performance Matters Reports 2013 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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

		Problem-Solving Process to Increase Student Achievement		

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

		Problem-Solving Process to Increase Student Achievement		

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

		Problem-Solving Process to Increase Student Achievement		

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	K-2/Reading	Instructional Coach	K-2/PLC	September 5	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach
Text Complexity	3-5/Reading	Instructional Coach	3-5/PLC	September 19	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach
Close Reading	K-2/Reading	Instructional Coach	K-2/PLC	October 17	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach
Common Core Writing	2-4	Chris Lewis	2-4	October 2, 3, and 17, December 5, January 23, February 1, and April 11	Classroom Walkthroughs Lesson Plans Writing Portfolios	Principal Assistant Principal Instructional Coach
Close Reading	3-5/Reading	Instructional Coach	3-5/PLC	November 7	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach
Florida Achieves/CPALMS	K-5/All subjects	Instructional Coach	K-5/PLC	November 28	Classroom Walkthroughs Florida Achieves Data	Principal Assistant Principal Instructional Coach
Kagan Strategies	K-5	InstructionalCoach	K-5/PLC	February	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach
SLICE	K-5	Instructional Coach	K-5/PLC	March	Classroom Walkthroughs Lesson Plans Work Samples from a child	Principal Assistant Principal Instructional Coach
Articulation between grade levels	K-5	Instructional Coach	K-5/PLC	May	Classroom Walkthroughs Lesson Plans Focus Calendars	Principal Assistant Principal Instructional Coach
Strategy Showcase	K-5	Instructional Coach, selected faculty members	K-5/PLC	May	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach
Performance Matters Test Making	K-5	Instructional Coach	K-5/PLC	January	Performance Matters Assessments and Reports	Principal Assistant Principal Instructional Coach
Implementing Common Core Standards	K-2	Instructional Coach	K-2/PLC	February	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach

Reading Budget:

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

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide intervention and enrichment for students in reading, math, and science	Education City	General	$750.00
Provide intervention and enrichment for students	Study Island	General	$2,900.00
Provides practice of reading comprehension skills at independent reading level and reading diagnostic test	Renaissance Learning	General and grant	$6,600.00
			Subtotal: $10,250.00

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
Continue to utilize Renaissance Place reports and data	Supplies for printers	SAC	$1,000.00
Students will use Renaissance Place to motivate and challenge them at their independent reading level	Accelerated Reader/Renaissance Place Schoolwide Goal Parties	SAC	$300.00
To support spelling component of comprehensive reading program	Spelling Bee Enrollment	SAC	$100.00
			Subtotal: $1,400.00
			Grand Total: $11,650.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

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 read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading. CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 Math FCAT will increase from 31% to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (99)	32% (99)

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	mobility parental involvement homelessness truancy issues discipline problems	Incorporate complex texts into whole group and small group reading Review qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands. Review quantitative measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software. Review reader and task considerations, such as students' knowledge, motivation and interests.	Principal Assistant Principal Instructional Coach	1.Review FAIR and Performance Matters regularly. 2.Progress monitoring meetings to review student data. 3. Lesson plans will be reviewed by the principal. 4. Classroom walkthroughs 5. Review of Renaissance Place STAR reports to make sure students are showing growth.	1.FAIR assessment reports 2. Classroom walkthrough logs kept by principal 3. FCAT Reading, Math and Science scores for 2013 4. Performance Matters Assessment 5. STAR Reports
2	1.Lack of Parental Involvement 2. Behavior/Discipline 3.Attendance/Truancy	1.Continue to purchase and use materials and software in labs and for Centers:SUMS, Renaissance Place Accelerated Math, Math Facts in a Flash, FCAT Explorer, Education City, Study Island and Think Central. 2.Continue SUMS 3. Einstein Club for 4th and 5th grade students mastering multiplication. 3.Provide parents with useful math websites for at home practice. 4.Continue FCAT Explorer Tech Tutorial program.	Principal Assistant Principal Math CIT Instructional Coach	1.Progress Monitoring Meetings 2. Principal will review lesson plans 3. Classroom Walkthroughs to monitor instruction and intervention	2013 FCAT Performance Matters Assesment Accelerated Math Reports

5.Continue Larry Bell Unraavel Stragtegy 6. Einstein Jr. Club for 2nd and 3rd Graders 7.Incorporate Common Core Standards Grades K-2 8.Family Math Night		

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 Math FCAT will increase from 39% to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (125)	40% (124)

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	mobility parental involvement homelessness truancy issues discipline problems	Incorporate complex texts into whole group and small group reading Review qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands. Review quantitative	Principal Assistant Principal Instructional Coach	1.Review FAIR and Performance Matters regularly. 2.Progress monitoring meetings to make sure students are showing growth. 3. Lesson plans will be reviewed by the principal. 4. Classroom walkthroughs 5. Review of Renaissance Place STAR reports to make sure students are showing growth.	1.FAIR assessment reports 2. Classroom walkthrough logs kept by principal 3. FCAT Reading, Math and Science scores for 2013 4. Performance Matters Assessment 5. STAR Reports

		measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software. Review reader and task considerations, such as students' knowledge, motivation and interests.			
2	1.Lack of Parental Involvement 2. Behavior/Discipline 3. Attendance/Truancy	1. Continue Einstein Club 2. Professional Learning Communities 3. Einstein Jr. Club for 2nd and 3rd Graders 4. Accelerated Math 5. Family Math Night	Principal Assistant Principal Math CIT Instructional Coach	1. Progress Monitoring Meetings 2. Principal will review lesson plans 3. Classroom walkthroughs to monitor instruction and intervention	FCAT 2013 Performance Matters Assessments Accelerated Math Reports

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 3-5, the standard curriculum students making learning gains in math will increase from 76% to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (243)	77% (239)

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
	mobility	Incorporate complex	Principal	1.Review FAIR and	1.FAIR assessment

1	parental involvement homelessness truancy issues discipline problems	texts into whole group and small group reading Review qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands. Review quantitative measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software. Review reader and task considerations, such as students' knowledge, motivation and interests.	Assistant Principal Instructional Coach	Performance Matters regularly. 2.Progress monitoring meetings to make sure students are showing growth. 3. Lesson plans will be reviewed by the principal. 4. Classroom walkthroughs 5. Review of Renaissance Place STAR reports to make sure students are showing growth.	reports 2. Classroom walkthrough logs kept by principal 3. FCAT Reading, Math and Science scores for 2013 4. Performance Matters Assessment 5. STAR Reports
2	1.Lack of parental involvement 2.Behavior/Discipline 3. Truancy	1. Follow math curriculum map 2.Small groups 3. provide intervention to struggling students 4.Continue to use Larry Bell Unraavel Strategy 5. Continue to use Accelerated Math for skill practice 6. Continue to use SUMS, Accelerated Math, Math Facts in a Flash, FCAT Explorer, Education City,and Think Central 7.Incorporate Study Island Technology 8. Utilize Common Core Standards grades K-2	Principal Assistant Principal Instructional Coach	1.Progress Monitoring Meetings 2. Principal will review lesson plans 3. Classroom walkthroughs to monitor instruction and intervention	1.FAIR Reports 2. Performance Matters Reports 2. 2013 FCAT Scores 4. Classroom Walkthrough Data

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 3-5, the percentage of Standard Curriculum Students in the lowest 25% making learning gains will increase from 72% to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (30)	73% (29)

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	mobility parental involvement homelessness truancy issues discipline problems	Incorporate complex texts into whole group and small group reading Review qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands. Review quantitative measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software. Review reader and task considerations, such as students' knowledge, motivation and interests.	Principal Assistant Principal Instructional Coach	1.Review FAIR and Performance Matters regularly. 2.Progress monitoring meetings to make sure students are showing growth. 3. Lesson plans will be reviewed by the principal. 4. Classroom walkthroughs 5. Review of Renaissance Place STAR reports to make sure students are showing growth.	1.FAIR assessment reports 2. Classroom walkthrough logs kept by principal 3. FCAT Reading, Math and Science scores for 2013 4. Performance Matters Assessment 5. STAR Reports
2	1.Lack of Parental Involvement 2.Behavior/Discipline 3.Attendance/Truancy	1. Follow math curriculum map 2. small groups 3. provide intervention to struggling students 4. differentiated instruction 5. Utilize FCAT Explorer, Math Facts in a Flash, Study Island, Accelerated Math, Education City, SUMS and Think Central 6. Incorporate Study Island Technology	Principal Math CIT Support Staff	1. Progress Monitoring Meetings 2. Principal will review lesson plans 3. Classroom walkthroughs to monitor instruction and intervention	2013 FCAT Performance Matters Assessments Accelerated Math Reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5, 86% of Economically Disadvantaged Standard Curriculum Students will score a level 3 or above on the 2012 Mathematics FCAT or the percentage of 78% will be maintained.
2012 Current Level of Performance:	2013 Expected Level of Performance:
not available at this time	not available at this time

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Elementary School Mathematics Goals

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
FL Achieves and CPALMS	K-5	Instructional Coach	K-5/PLC	November 28	FL Achieves Reports	Principal Assistant Principal Instructional Coach
Articulation Between Grade Levels	K-5	Instructional Coach	K-5/PLC	May	Classroom Walkthroughs Lesson Plans Focus Calendars	Principal Assistant Principal Instructional Coach
Stategy Showcase	K-5	Instructional Coach	K-5/PLC	May	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach

SLICE	K-5	Instructional Coach	K-5/PLC	March	Classroom Walkthroughs Lesson Plans Work Samples	Principal Assistant Principal Instructional Coach
Implementing Common Core Standards	K-2	Instructional Coach	K-5/PLC	February	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach
Performance Matters	K-5	Instructional Coach	K-5/PLC	October 10	Performance Matters Assessments and Reports	Principal Assistant Principal Instructional Coach
Performance Matters Test Making	K-5	Instructional Coach	K-5/PLC	January	Performance Matters Assessments and Reports	Principal Assistant Principal Instructional Coach
Kagan Strategies	K-5	Instructional Coach	K-5/PLC	February	Clasroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Math Enrichment for grades 4 and 5	Einstein Club	SAC	$350.00
Math Enrichment for grades 2 and 3	Einstein Jr. Club	SAC	$200.00
To provide a fun way to practice math concepts	Math Family Fun Night	SAC	$100.00
			Subtotal: $650.00
			Grand Total: $650.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.	In grade 5, the percentage of Standard Curriculum students scoring a Level 3 on the 2013 FCAT Science

Science Goal #1a:	will increase from 44% to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (39)	45% (45)

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	mobility parental involvement homelessness truancy issues discipline problems	Incorporate complex texts into whole group and small group reading Review qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands. Review quantitative measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software. Review reader and task considerations, such as students' knowledge, motivation and interests.	Principal Assistant Principal Instructional Coach	1.Review FAIR and Performance Matters regularly. 2.Progress monitoring meetings to review student data. 3. Lesson plans will be reviewed by the principal. 4. Classroom walkthroughs 5. Review of Renaissance Place STAR reports to make sure students are showing growth.	1.FAIR assessment reports 2. Classroom walkthrough logs kept by principal 3. FCAT Reading, Math and Science scores for 2013 4. Performance Matters Assessment 5. STAR Reports
2	1.Lack of Interest 2. Parents Lack of Understanding 3. Lack of Parental Support	1.Provide opportunities for students to participate in schoolwide science fair projects. 2.Provide a parent night to inform parents of the scientific method and procedures to effectively present science projects. 3.Provide opportunities for teachers to attend science related conferences, workshops, and training. 4.Teachers will provide the opportunity for science investigations/experiments as follows: K-1 grades 1 per 9 weeks 2-3 grades 3 per 9 weeks 4-5 grades 6 per 9 weeks 5. Continue Science Day across the grades to model the scientific method 6. Science Resource room for teachers to check out supplies for investigations 7. Utilize 4th Grade Science Fusion curriculum	1. Principal 2. Assistant Principal 3. Science CIT 4. Science Committee 5. Classroom teacher	1.Teachers recommend/require students to complete a science fair project 2.The number and quality of projects presented. 3.Formal/Informal assessments	1.Teachers recommend/require students to complete a science fair project 2.The number and quality of projects presented. 3.Formal/Informal assessments 4. 2013 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 32% to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (28)	33% (33)

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	mobility parental involvement homelessness truancy issues discipline problems	Incorporate complex texts into whole group and small group reading Review qualitative dimensions of text complexity, such as levels of meaning, structure, language conventionality and clarity, and knowledge demands. Review quantitative measures of text complexity, such as word frequency and sentence length, which are typically measured by computer software.	Principal Assistant Principal Instructional Coach	1.Review FAIR and Performance Matters regularly. 2.Progress monitoring meetings to make sure students are showing growth. 3. Lesson plans will be reviewed by the principal. 4. Classroom walkthroughs 5. Review of Renaissance Place STAR reports to make sure students are showing growth.	1.FAIR assessment reports 2. Classroom walkthrough logs kept by principal 3. FCAT Reading, Math and Science scores for 2013 4. Performance Matters Assessment 5. STAR Reports

		Review reader and task considerations, such as students' knowledge, motivation and interests.			
2	1. Students not understanding scientific method 2. Lack of scheduled instruction 3. Lack of interest	1, Provide opportunities for students to participate in school wide science fair and county fair. 2.Provide a parent night to inform parents of the scientific method and procedures to effectively present science projects. 3.Provide opportunities for teachers to attend science related conferences, workshops, and training. 4.Teachers will provide the opportunity for science investigations/experiments as follows: K-1 grades 1 per 9 weeks 2-3 grades 3 per 9 weeks 4-5 grades 6 per 9 weeks 5. Continue Science Day across the grades to model the scientific method 6. Utilize 4th Grade Science Fusion Curriculum	1.Principal 2.Assistant Principal 3.Science Committee 4.Classroom teacher	1.Teachers recommend/require students to complete a science fair project 2.The number and quality of projects presented. 3.Formal/Informal assessments	1.Performance Matters Assessment 2.2013 FCAT 2.Science Fair Projects.

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	K-2	Instructional Coach	K-2/PLC	September 5	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach
Text Complexity	3-5	Instructional Coach	3-5/PLC	September 19	Classroom Walkthroughs Lesson Plans	Principal Assistant Principal Instructional Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase Science Curriculum for 4th grade students	Fusion Science Curriculum	General	$6,669.76
			Subtotal: $6,669.76
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
Participation in county science fair	Funding for county science fair	SAC	$100.00
To provide science boards to students at Science Night	Science Night	SAC	$300.00
			Subtotal: $400.00
			Grand Total: $7,069.76

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:	In grade 4 the percentage of all curriculum students scoring a Level 3 or higher on the 2012 Writing FCAT will be maintained at 90% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (100)	Maintain at 90% or higher (108)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.mobility 2.parental involvement 3.homeless students 4.truancy issues 5.discipline problems	1. Provide educational opportunities to parents, students and educators on writing expectations which will be targeted on Westside and Columbia Writes. 2. Continue 4th Grade Writing Camp 3. Continue recognizing school Writing Winners with a luncheon, medal and certificate. 4.Complete writing training by grade level with writing trainer. 5. Continue using a scoring committee for writing to provide consistency in scoring 6. Continue writing class for 3rd and 4th graders as part of special area rotation 7.Incorporate Common Core Writing 8. Provide grammar/oral language practice	Principal Assistant Principal Writing Committee Instructional Coach	1. Based on data obtained from Westside and Columbia Writes and FCAT Writes scores for 2012-2013.	Columbia Writes Westside Writes, and 2013 FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Writing	2	Chris Lewis	2	October 17 April 11	Classroom Walkthroughs 2013 FCAT Writes Columbia and Westside Writes	Principal Assistant Principal Instructional Coach
Common Core Writing	3	Chris Lewis	3	October 2 February 1	Classrooom Walkthroughs 2013 FCAT Writes Columbia and Westside Writes	Principal Assistant Principal Instructional Coach
Common Core Writing	4	Chris Lewis	4	October 3, December 5, and January 23	Classroom Walkthroughs 2013 FCAT Writes Columbia and Westside Writes	Principal Assistant Principal Instructional Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training provided for educators for FCAT Writes and Common Core Writing	Chris Lewis - Core Connections	Title II Funds	$4,100.00
			Subtotal: $4,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Recognize excellence in writing	Young Writers (luncheon, certificates and medals)	SAC	$660.00
Provide an afterschool 4th Grade Writing Camp	Fourth Grade Writing Camp Supplies	SAC	$300.00
			Subtotal: $960.00
			Grand Total: $5,060.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The 2012-2013 attendance rate will increase from 95.90% to 96.90%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

95.90%	96.90%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
189	187
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
126	124

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	1.transportation issues 2.lack of understanding of attendance policy 3.family dynamics /living at different homes 4.homeless	1. Encourage parents to check into bus routes 2. Encourage organizational skills at home to be ready for the next day 3. Communicate with parents about attendance policy 4.Attendance incentives for class with highest attendance rate 5.Incentives for students with perfect attendance all year long 6. Make parents aware of attendance policies through attendance policy handout for parents to sign ,planner, newsletters, etc.	teachers curriculum liaison, guidance counselor, principal	attendance rosters	compare attendance from the 2011-2012 school year to the 2012-2013 school year

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
To encourage good attendance	Attendance Incentives for classrooms	SAC	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

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 number of out of school suspensions will decrease by 1% for the 2012-2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
None	None
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
41	35
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
27	22

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	previous discipline problems truancy lack of parental support lack of interest in school	After 5 referrals implement discipline committee to discuss strategies to improve behavior of child	Principal Discipline Committee	Suspension Report	Number of out of school suspensions for the 2012-2013 school year.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement	
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Westside will have at least 8000 volunteer hours for the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
12,000 parent involvement hours	8000 parent involvement hours

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	1.transportation 2.involvement after hours 3.work hours for parents 4.childcare of younger children while parent volunteers 5.flood victims	Communicate with parents by using school newsletter, website, teacher newsletters, planners, outside marquee, IRIS alert, Open House, Orientation, and Step Up Night	Principal Curriculum Liaison	Keep track of sign-in sheets at parent involvement events, Volunteer Book	Adding up total number of volunteer hours using sign-in sheets

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
To encourage parental involvement through a kindergarten roundup program	Kindergarten Roundup	SAC	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Students will utilize the SUMS program in grades K-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	mobility parent involvement homeless students truancy issues discipline problems	1. Utilize SUMS kits in grades K-5 to provide hands on science and math investigations 2. Small group instruction 3. Einstein Club for students in grades 4-5 who master multiplication facts 4. Einstein Jr. Club for 2nd and 3rd graders who master addition and subtraction facts	Principal Assistant Principal Instructional Coach	1.Classroom walkthroughs by principal and assistant principal to monitor instruction 2. Principal will review lesson plans	1.2013 FCAT 2.Performance Matters Assessments 3.Classroom Walkthrough 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
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Purchase Science Curriculum for 4th grade students	Fusion Science Curriculum	General	$6,669.76
				Subtotal: $6,669.76

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide intervention and enrichment for students in reading, math, and science	Education City	General	$750.00
Reading	Provide intervention and enrichment for students	Study Island	General	$2,900.00
Reading	Provides practice of reading comprehension skills at independent reading level and reading diagnostic test	Renaissance Learning	General and grant	$6,600.00
				Subtotal: $10,250.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Training provided for educators for FCAT Writes and Common Core Writing	Chris Lewis - Core Connections	Title II Funds	$4,100.00
				Subtotal: $4,100.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continue to utilize Renaissance Place reports and data	Supplies for printers	SAC	$1,000.00
Reading	Students will use Renaissance Place to motivate and challenge them at their independent reading level	Accelerated Reader/Renaissance Place Schoolwide Goal Parties	SAC	$300.00
Reading	To support spelling component of comprehensive reading program	Spelling Bee Enrollment	SAC	$100.00
Mathematics	Math Enrichment for grades 4 and 5	Einstein Club	SAC	$350.00
Mathematics	Math Enrichment for grades 2 and 3	Einstein Jr. Club	SAC	$200.00
Mathematics	To provide a fun way to practice math concepts	Math Family Fun Night	SAC	$100.00
Science	Participation in county science fair	Funding for county science fair	SAC	$100.00
Science	To provide science boards to students at Science Night	Science Night	SAC	$300.00
Writing	Recognize excellence in writing	Young Writers (luncheon, certificates and medals)	SAC	$660.00
Writing	Provide an afterschool 4th Grade Writing Camp	Fourth Grade Writing Camp Supplies	SAC	$300.00
Attendance	To encourage good attendance	Attendance Incentives for classrooms	SAC	$100.00
Parent Involvement	To encourage parental involvement through a kindergarten roundup program	Kindergarten Roundup	SAC	$100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꭍᑎ Priority	ꭍᑎ Focus	ꭍᑎ Prevent	ꭍᑎ NA

Are you a reward school: ꭍᑎ Yes ꭍᑎ No

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

No Attachment (Uploaded on 8/31/2012)

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
Writing Committee/Young Writers	$660.00
Jr. Einstein Club	$200.00
Einstein Club	$350.00
Einstein Club	$350.00
Technology/Supplies for Computers	$1,000.00
Accelerated Reader/School-wide Goal Parties	$300.00
Participation in County Science Fair	$100.00
Science Family Night	$300.00
Attendance Incentives	$100.00
Spelling Bee	$100.00
Kindergarten Round-Up	$100.00
4th Grade Candy Bars Reward for FCAT Writes	$200.00
4th Grade Writing Camp	$300.00
Math Family Night	$100.00

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

The School Advisory Council is comprised of teachers, school related personnel, administrators, parents, and business and community members. The SAC addresses issues related to continuous school improvement. It serves as the steering committee to

oversee a comprehensive School Improvement Plan. The council also approves the expenditures of funds allocated for use in implementing the School Improvement Plan. At least 5 meetings are scheduled. Additional meetings are scheduled as needed.

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

Columbia School District WESTSIDE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	84%	99%	64%	336	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	78%	72%			150	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	75% (YES)			134	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					620	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Columbia School District WESTSIDE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	84%	85%	68%	323	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	65%	61%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	54% (YES)			115	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					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested