FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WEST PENSACOLA ELEMENTARY SCHOOL

District Name: Escambia

Principal: Sabrena Cunningham

SAC Chair: Jamie Lambrose

Superintendent: Malcom Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

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)
					West Pensacola Elementary - July 2011 until present 2011-2012 West Pensacola Elementary received an adjusted school grade of "D." AYP Criteria is not available for 2011-2012 at this point. Reading Proficiency was 28% with 59% of students making a learning gain. Math proficiency was 22% with 51% of students making a learning gain. Science proficiency was 18% and writing proficiency was 54%. In the lowest twenty-five percent of the school, 67% of students made a learning gain in reading and 50% of students made a learning gain in math. Sherwood Elementary School – November 2007 – June 2011 2010-2011 Sherwood received a school grade of "B" with 95% of criteria met for AYP. Reading Proficiency was 73% with 70% of students making a learning gain. Math

Principal	Sabrena Cunningham	Early Childhood Elementary Education Educational Leadership School Principal	1	5	proficiency was 75% with 61% of students making a learning gain. Science proficiency was 47% and writing proficiency was 78%. In the lowest twenty-five percent of the school, 53% of students made a learning gain in reading and 58% of students made a learning gain in math.
					2009-2010 Sherwood received a school grade of "C" with 74% of criteria met for AYP.
					2008-2009 Sherwood received a school grade of "B" with 95% of criteria met for AYP.
					2007-2008 Sherwood received a school grade of "A" with 92% of criteria met for AYP.
					Scenic Heights Elementary –August 2005-November 2007
					2006-2007 Scenic Heights received a school grade of "A" with 100% of criteria met for AYP.
					2005-2006 Scenic Heights received a school grade of "A" with 97% of criteria met for AYP.
Assis Principal	Holly Magee	Special Education (K-12) Education Leadership	.1	.1	West Pensacola Elementary School July 2012 until present
					ICARE Teacher in Charge August 2011-July 2012, ICARE is an alternative program for general education students who have a pattern of misbehavior that is extreme and constantly disrupts the learning environment and/or places others in danger.
					Bailey Middle School 2000-2011, Intervention Specialist/ESE Department Chair
					Bailey received a school grade of "A" in 2010-2011. Reading Proficiency was 79 % with 64% making learning gains in Reading. Math Proficiency was 80% with 72 % making learning gains. Percent of students meeting the writing standard was 89. Science proficiency was 58%. In the lowest twenty-five percent of the school, 68 % made a learning gain in reading and 72% made a learning gain in math.
					2009-2010 Bailey received a school grade of "A" with 89 % criteria met for AYP
					2008-2009 Bailey received a school grade of "A" with 89 % criteria met for AYP

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 Instructional Reading Coach for West Pensacola (30 % of time) Reading Intervention Teacher at Sherwood for 3-5th grade (70 % of the time)
					West Pensacola Elementary received an adjusted school grade of "D" with 43% at level 3 or higher in reading and 51% of fourth graders and 65% of fifth graders making learning gains.

Reading	Paula Sides	1	3	2010-2011 Instructional Reading Coach - Sherwood Elementary School Sherwood received a school grade of "B" with 95% of criteria met for AYP. Reading Proficiency was 73% with 70% of students making a learning gain. In the lowest twenty-five percent of the school, 53% of students made a learning gain in reading. 2009-2010 Instructional Reading Coach between Bellview Elementary School and Pleasant Grove Elementary School. Bellview Elementary School received a School Grade of "C." 77% of students wre proficient in reading, 62% of students showed learning gains. 54% of the lowest quartile of students had learning gains. Pleasant Grove Elementary School received a School Grade of "A." 83% of students were proficient in reading. 71% of students showed learning gains. 66% of the lowest quartile of students showed a learning gain.

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	Utilize START teachers	Principal	On-Going	
2	Hire NCLB Highly Qualified Teachers.	Principal	On-Going	
3	Assign consulting teacher for first year teachers.	Principal	On-Going	
4	Assign veteran teachers to experienced teachers new to the school worksite (mentors/buddy).	Principal	On-Going	

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
All teachers are determined to be effective. The one teacher that was not deemed to be effective has transferred to another school.	N/A All instructional staff is deemed to be effective.

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
37	18.9%(7)	32.4%(12)	40.5%(15)	40.5%(15)	32.4%(12)	91.9%(34)	16.2%(6)	0.0%(0)	27.0%(10)

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
Terrlyn McClammy	Brianne Lowry Rachel Shirer Lauren Smith Katrina Paez Sarah Grossi	First year teachers that are participating in the START program.	These teachers are all assigned a consulting teacher that will work with them throughout the year. The consulting teacher works with them on an on-going basis.
Shannon Rowe	Cynthia Pippin	Mentor is an experienced teacher that works on the same grade level.	Mentor will provide the teacher with support as needed throughout the school year. The mentor will work closely with the classroom teacher.
Jonnie McLaughlin	Robin Carlise	Buddy teacher is an experienced teacher that works on the same grade level, and they share a common plan time at least two days during the week.	Buddy teacher will provide support to the teacher throughout the school year as needed.

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

West Pensacola Elementary School receives support through Federal, State, and local programs. Title I funds of $125,856.00 are used to provide additional personnel at the school level to support the classrooms. This year funds were used to purchase a curriculum coordinator position. Funds are also used to purchase resources and materials to supplement classroom instruction. Services are also provided to ensure students requiring additional remediation are assisted through after school programs at Summer Reading Camp.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are no migrant children at West Pensacola Elementary School.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. West Pensacola Elementary School does not receive resources through Title I Part D.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education). Title II funds ($3,700) were used to provide professional development training to 3rd-5th grade teachers during the summer of 2012. The training focused on small group reading using the Beverly Tyner Model.

Title III

Services for English Language Learners (ELL)are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where

ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve one (1)student in second grade. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the one (1) student at our school. This teacher assists both the classroom teacher and the ELL student.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At West Pensacola, we have identified five (5) homeless students an provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget due to budget restraints. Funds received this year have been used to provide additional resources in the classroom that will support instruction and student achievement.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

There is currently one Head Start program at West Pensacola Elementary with one teacher, one teacher assistant, and nineteen students enrolled.

Adult Education

Adult education is not applicable to West Pensacola Elementary but evening programs are offered at all high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sabrena Cunningham - Principal
Holly Magee - Assistant Principal
Timothy Rose - Curriculum Coordinator
Tiffany McClure - Guidance Counselor
Jennifer Edwards - School Psychologist
Lacy McGahen - Speech/Language Pathologist

Paula Sides - Reading Coach

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

The school-based RTI leadership team consists of:
Principal/Assistant Principal/Curriculum Coordinator/Guidance Counselor: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of the school staff, and communicates with parents regarding school-based RtI plans and activities.
General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.
ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teacher.
Reading Coaches: Identify systematic patterns of the student's needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.
School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.
Speech Teacher: Educates the team in the role of language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.

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 Core Leadership Team will meet twice monthly to engage in the following activities:
Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

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.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, DRA, District Assessments
Midyear: FAIR, District Assessments, DRA
End of Year: DRA, FAIR, FCAT
Frequency of Data Days: Twice a month of data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and small sessions throughout the school year. The MTSS/RTI Leadership team will also evaluate additional staff Professional Development needs during the MTSS/RTI Leadership Team meetings.

Describe the plan to support MTSS.

West Pensacola Elementary school will have RtI meetings each Thursday this year. Time will be given for the team to meet prior to the meetings with teachers. Time will also be allotted for classroom observations.

Literacy Leadership Team (LLT)

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:	The percent of students in grades 3-5 scoring Level 3 on the 2013 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, seventeen percent(35)of the students scored a level 3 in reading administration of the 2012 FCAT 2.0 Reading Test.	The percent of students in grades 3-5 scoring Level 3 on the 2013 FCAT will increase by one percent when compared to the 2013 FCAT Reading Test.

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	Length of the school day (Common Goal across all Reading, Math, and Science Areas)	Extended School Day Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Assistant Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance (Common Goal across all Reading, Math, and Science Areas)	Monitor tardy/attendance records for each student. Letter for parents to sign for late check in/early check out. Conduct Child Study Attendance Meetings	Principal/Assistant Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement (Common Goal across all Reading, Math, and Science Areas)	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks (Common Goal across all Reading, Math, and Science Areas)	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data

		classrooms Individualized Coaching Plans for classroom teachers	Reading Coach			
5	Data Driven Instruction (Common Goal across all Reading, Math, and Science Areas)	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons, activities/labs, and discuss student data (Common Goal across all Reading, Math, and Science Areas)	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional strategies (Common Goal across all Reading, Math, and Science Areas)	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percent of students in grade 3-5 scoring Levels 4,5 or 6 in reading will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 3/10 students (30%) scored levels 4,5, & 6, and 5/10 students (50%) scored levels 7,8, & 9.	The percent of students in grades 3-5 scoring Level 4,5,or 6 on the 2013 Florida Alternate Assessment will increase by one percent when compared to the 2012 Florida Alternate Assessment.

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	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms. DOE Instructional Coaches Model in classrooms. Reading Coach Model in classrooms. Individualized Coaching	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthroughs	Observations Classroom Walkthrough Data

		Plans for classroom teachers.			
2	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms. DOE Instructional Coaches Model in classrooms. Reading Coach Model in classrooms. Individualized Coaching Plans for classroom teachers.	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthroughs	Observations Classroom Walkthrough Data
3	Data Drive Instruction	Monthly Data Meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
4	Use of common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
5	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in classrooms. Reading Coach Model in classrooms.	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthrough Data Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
6	Time on tasks due to disability.	Implementation of Award Reading Program. Increase use of technology.	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teacher	Individual student data from classroom assessment Behavior data Classroom Walkthroughs	Alternate Assessment Data Individual Student Data from Classroom Assessments
7	Lack of content knowledge due to disability.	Implementation of Award Reading Program Increased use of technology	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teacher	Individual student data from classroom assessment Behavior Data Classroom Walkthroughs	Alternate Assessment Data Individual Student Data from Classroom Assessments
	Tardies/Attendance	Monitor tardy/attendance records for each student.	Principal Assistant Principal Curriculum	Attendance Reports Teacher Referrals	Attendance Rate Tardy Rate

8			Coordinator Guidance Counselor Classroom Teacher		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students in grades 3-5 scoring Level 4 or above on the 2013 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, eight percent (17) of the students scored Level 4 or Level 5 on the administration on the 2012 FCAT Reading test.	The percent of students in grades 3-5 scoring Level 4 or Level 5 on the 2013 FCAT will increase by one percent when compared to the 2012 FCAT Reading test.

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Assistant Principal Curriculum Coordinator Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data

		Plans for classroom teachers			
5	Data Driven Instruction	Monthly Data Meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional strategies	Weekly Grade Level Meetings Professional Development Opportunities DOE Instructional Coaches model in classrooms Reading Coach model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percent of students in grade 3-5 scoring performance levels 7 or above in reading will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 5/10 students (50%) scored performance levels 7,8, & 9.	The percent of students in grades 3-5 scoring performance levels 7 or above on the 2013 Florida Alternate Assessment will increase by one percent when compared to the 2012 Florida Alternate Assessment.

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	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data

2	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
3	Data Driven Instruction	Monthly Data Meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction Lesson Plans	Discovery Education Data DRA Data
4	Use of common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
5	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches model in classrooms Reading Coach model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
6	Time on task due to disability	Implementation of Award Reading Program Increase use of technology	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teacher	Individual student data from classroom assessments Behavior data Classroom Walkthroughs	Alternate Assessment Data Individual Student Data from Classroom Assessments
7	Lack of content knowledge due to disability	Implementation of Award Reading Program Increased use of technology	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teacher	Individual student data from classroom assessments Behavior data Classroom Walkthroughs	Alternate Assessment Data Individual Student Data from Classroom Assessments
8	Tardies/Attendance	Monitor tardies/attendance for individual students	Principal Assistant Principal Curriculum Coordinator	Attendance Reports Teacher Referrals	Attendance Rate Tardy Rate

		Guidance Counselor		
		Classroom Teacher		

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students in grades 3-5 making a learning gain on the 2013 FCAT 2.0 will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, fifty-nine percent of students made a learning gain on the administration of the 2012 FCAT 2.0 Reading test.	The percent of students in grades 3-5 making a learning gain on the 2013 FCAT 2.0 will increase by one percent when compared to the 2012 FCAT 2.0 Reading test.

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
5	Data Drive Instruction	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going	Principal Assistant Principal Curriculum Coordinator	Data Meetings Classroom Walkthrough Data Small Group Instruction	Discovery Education Data DRA Data

		data collection	Reading Coach Classroom Teachers	and Lesson Plans	
6	Use common planning time to better align lessons, activities, and discuss student data	Weekly grade level meetings Professional development opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional Strategies	Grade level planning meetings Professional development opportunities DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
8	Fluency Rate	Small Group Differentiated Instruction Fluency Practice Tyner Model in grades K-5 Extended Day Reading Block	Principal Assistant Principal Curriculum Coordinator Reading Specialist/TSA Reading Coach Classroom Teachers	OPM for Fluency DRA Data Discovery Education Data	OPM Data DRA Data
9	Reading Comprehension	Small Group Differentiated Instruction Extended Day Reading Block Leveled Readers Read Alouds Waterford Computer Program in grades K-2	Principal Assistant Principal Curriculum Coordinator Reading Specialist/TSA Reading Coach Classroom Teachers	OPM for Comprehension DRA Data Discovery Education Data Waterford and SME	OPM Data Discovery Education Data DRA Data Waterford Reports SME Reports 2012 FCAT 2.0 Reading Results
10	Decoding Skills	Tyner Model in grades K-5 Small Group Differentiated Instruction Extended Day Reading Block Waterford Computer Program in grades K-2 SuccessMaker in grades 3-5	Principal Assistant Principal Curriculum Coordinator Reading Specialist/TSA Reading Coach Classroom Teachers	OPM for Decoding DRA Data Discovery Education Data Waterford and SuccessMaker	OPM Data Discovery Education Data DRA Data Waterford Reports SME 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:

	3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	At West Pensacola Elementary, only seven students (7) were assessed on the Florida Alternative Assessment (FAA). Listing data would allow for individual student identification, therefore this goal is not applicable.
	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	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading coach model in classrooms Individualized coaching plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
2	Rigor of questions and student assignment tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading coach model in classrooms Individualized coaching plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
3	Data Driven Instruction	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
4	Use common planning time to better align lesson, activities, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development	Principal Assistant Principal	Classroom Walkthroughs Grade Level Planning Meetings	Lesson Plans Classroom Walkthroughs

		Opportunities DOE Instructional Coaches model in classrooms Reading coach model in classrooms	Curriculum Coordinator District Specialists/TSAs Reading Coach	Lesson Plans	Observations
5					
6	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:	The percent of students in the Lowest 25% in grades 3-5 making a learning gain on the 2013 FCAT 2.0 will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, sixty-seven percent of the students in the Lowest 25% made a learning gain on the administration of the 2012 FCAT 2.0 Reading test.	The percent of the lowest 25% of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2012 FCAT 2.0 Reading test.

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance Meetings	Monitor tardy/attendance records for each student. Conduct Child Study Attendance	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized coaching plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized coaching	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data

#					
		plans for classroom teachers			
5	Data Driven Instruction	Monthly Data Meetings Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons, activities, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional Strategies	Grade Level Meetings Professional Development Opportunities DOE Instructional Coaches model in classrooms Reading Coach model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
8	Fluency Rate	Small Group Differentiated Instruction Fluency Rate Tyner Model in grades K-5 Extended Day Reading Block	Principal Assistant Principal Curriculum Coordinator Reading Specialist/TSA Reading Coach Classroom Teachers	OPM for Fluency DRA Data Discovery Education Data	OPM Data DRA Data
9	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers Extended Day Reading Block Leveled Readers Read Alouds Waterford Computer Program in grades K-2 SuccessMaker in grades 3-5	Principal Assistant Principal Curriculum Coordinator Reading Specialist/TSA Reading Coach Classroom Teacher	OPM for Comprehension DRA Data Discovery Education Data Waterford and SuccessMaker	OPM Data DRA Data Discovery Education Data Waterford Reports SME Reports 2013 FCAT 2.0 Results
10	Decoding Skills	Tyner Model in K-5 Small Group Differentiated Instruction Extended Day Reading Block	Principal Assistant Principal Curriculum Coordinator Reading	OPM for Decoding DRA Data Discovery Education Data Waterford and	Data from OPM DRA Data Discovery Education Data Waterford Reports

		Waterford Computer Program in grades K-2 SuccessMaker in grades 3-5	Specialist/TSA Reading Coach Classroom Teacher	SuccessMaker	SME Reports

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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 # Our school will reduce the achievement gap by 50% by increasing our proficiency in reading. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28	46	51	57	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:	At West Pensacola Elementary, student subgroups in ethnicity will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Black = 21% proficient/79% not making satisfactory progress Hispanic = 27% proficient/73% not making satisfactory progress White = 38% proficient/62% not making satisfactory progress	In 2013, Black = 35% proficient/65% not making satisfactory progress Hispanic = 56% proficient/44% not making satisfactory progress White = 50% proficient/50% not making satisfactory progress

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observation Classroom Walkthrough Data	Observation Classroom Walkthrough Data

			Principal	Observation	Observation
		Plans for classroom teachers			
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observation Classroom Walkthrough Data	Observation Classroom Walkthrough Data
5	Data Driven Instruction	Monthly Data Meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lesson, activities, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade level planning meetings Lesson plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches model in classrooms Reading Coach model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthrough Data Grade level planning meetings Lesson plans	Lesson Plans Classroom Walkthroughs Observations

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	At West Pensacola Elementary, only one student (1) was assessed CELLA. Listing data would allow for individual student identification, therefore this goal is not applicable.
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	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
5	Data Driven Instruction	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in classrooms Reading Coach Model in	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

				classrooms		

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:	At West Pensacola Elementary, student subgroup of students with disabilities will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Students with Disabilities = 19% proficient/81% not making satisfactory progress	In 2013, Students with Disabilities = 33% proficient/67% not making satisfactory progress

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
5	Data Driven Instruction	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data

			Classroom Teachers		
6	Use common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	At West Pensacola Elementary, student subgroup of economically disadvantaged will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Economically Disadvantaged = 28% proficient/72% not making satisfactory progress	In 2013, Economically Disadvantaged = 39% proficient/61% not making satisfactory progress

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data

		Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	and TSAs Reading Coach		
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
5	Data Driven Instruction	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
					Literacy	Principal Assistant Principal

Reading Representative Meetings	K-5	Reading Department	Reading Representatives	Monthly	Leadership Meetings Faculty Meetings	Curriculum Coordinator Reading Department Reading Coach
"Green Book" Book Study	K-5	Reading Coach	Literacy Leadership Team	Monthly	Literacy Leadership Team	Principal Assistant Principal Curriculum Coordinator Reading Department Reading Coach
SRA Imagine It reading series	K-5	District Reading Dept. and Reading Coach	Classroom Teachers (beginning or new to grade levels)	On-Going	Classroom Observations	Principal Assistant Principal Curriculum Coordinator Reading Department Reading Coach
FAIR/OPM	K-2	Reading Coach	Classroom Teachers (beginning or new to grade level)	On-Going	Use of reports at data meetings	Principal Assistant Principal Curriculum Coordinator Reading Department Reading Coach
Tyner Small Group Reading Instruction	K-5	Reading TSA Reading Coach	Classroom Teachers	On-Going	Classroom Walkthroughs Classroom Observations	Principal Assistant Principal Curriculum Coordinator Reading Department Reading Coach
Intervention Activities	K-5	Reading TSA Reading Coach	Classroom Teachers	On-Going	Grade Level Meetings Classroom Walkthroughs	Principal Assistant Principal Curriculum Coordinator Reading Department Reading Coach
Reading TSA/Consultant to model, co-teach, and debrief with classroom teachers	K-5	Reading TSA Reading Consultant	Classroom Teachers	On-Going	Grade Level Meetings Classroom Walkthroughs	Principal Assistant Principal Curriculum Coordinator Reading Department Reading Coach

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Bevery Tyner Small Group Reading Instruction Grades 3-8	Beverly Tyner Small Group Reading Instruction Grades 3-5 Books Stipends for teachers	Professional Learning Department (Title 2 Funds)	$3,700.00
Beverly Tyner Refresher for K-2	Stipends for teachers Materials for Notebooks	Title One	$1,000.00
			Subtotal: $4,700.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Waterford and SuccessMaker Training	Consultant Fees	Title One	$5,000.00
Reading Consultant	Consultant Fees	District Funds	$20,000.00
			Subtotal: $25,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $29,700.00

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:	At West Pensacola Elementary, only one student (1) was assessed CELLA. Listing data would allow for individual student identification,therefore this goal is not applicable.
2012 Current Percent of Students Proficient in listening/speaking:	
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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	At West Pensacola Elementary, only one student (1) was

CELLA Goal #2:		assessed on the CELLA. Listing data would allow for individual student identification, therefore this goal is not applicable.

2012 Current Percent of Students Proficient in reading:

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	At West Pensacola Elementary, only one student (1) was assessed on CELLA. Listing data would allow for individual student identification, therefore this goal is not applicable.

2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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, thirteen percent (27) students scored level 3 on the 2012 FCAT 2.0 Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, thirteeen percent (27) students scored Level 3 on the 2012 FCAT 2.0 Math test.	The percent of students in grades 3-5 scoring Level 3 or above will increase by one percent on the 2013 FCAT 2.0 Math test.

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	Length of the school day (Common Goal across all Reading, Math, and Science Areas)	Extended School Day Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Assistant Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance (Common Goal across all Reading, Math, and Science Areas)	Monitor tardy/attendance records for each student. Letter for parents to sign for late check in/early check out. Conduct Child Study Attendance Meetings	Principal/Assistant Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement (Common Goal across all Reading, Math, and Science Areas)	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks (Common Goal across all Reading, Math, and Science Areas)	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data

#	(Goal/Strategy)	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		Plans for classroom teachers			
5	Data Driven Instruction (Common Goal across all Reading, Math, and Science Areas)	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons, activities/labs, and discuss student data (Common Goal across all Reading, Math, and Science Areas)	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Increase opportunities for small group collaborative processes, labs and use of manipulatives (Common Goal across all Reading, Math, and Science Areas)	Grade Level Planning Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
8	Integrate Differentiated Instructional strategies (Common Goal across all Reading, Math, and Science Areas)	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	At West Pensacola, there are only nine (9) students that take the FAA. To release data, would allow others to individually identify students. Therefore, no goal/objective will be written.
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
	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms. DOE Instructional	Principal Assistant Principal Curriculum	Observations Classroom Walkthroughs	Observations Classroom Walkthrough Data

1		Coaches Model in classrooms. Reading Coach Model in classrooms. Individualized Coaching Plans for classroom teachers.	Coordinator District Specialists and TSAs Reading Coach		
2	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms. DOE Instructional Coaches Model in classrooms. Reading Coach Model in classrooms. Individualized Coaching Plans for classroom teachers.	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthroughs	Observations Classroom Walkthrough Data
3	Data Drive Instruction	Monthly Data Meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
4	Use of common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
5	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in classrooms. Reading Coach Model in classrooms.	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthrough Data Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students in grades 3-5 scoring Level 4 or Level 5 on the 2013 FCAT 2.0 will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, six percent (12) of students scored Level 4 or Level 5 on the 2012 FCAT 2.0 Math test.	The percent of students in grades 3-5 scoring Level 4 or Level 5 on the 2013 FCAT 2.0 Math test will increase by one percent.

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal and Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Assistant Principal Curriculum Coordinator Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
5	Data Driven Instruction	Monthly Data Meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

	Integrate Differentiated Instructional strategies	Weekly Grade Level Meetings	Principal	Classroom Walkthroughs	Lesson Plans
7		Professional Development Opportunities	Assistant Principal	Grade Level Planning Meetings	Classroom Walkthroughs
		DOE Instructional Coaches model in classrooms	Curriculum Coordinator	Lesson Plans	Observations
		Reading Coach model in classrooms	District Specialists and TSAs		
			Reading Coach		

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:	At West Pensacola, there are only nine (9) students that take the FAA. To release data, would allow others to individually identify students. Therefore, no goal/objective will be written.
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	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
2	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
3	Data Driven Instruction	Monthly Data Meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach	Data Meetings Classroom Walkthrough Data Small Group Instruction Lesson Plans	Discovery Education Data DRA Data

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Classroom Teachers		
4	Use of common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
5	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches model in classrooms Reading Coach model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students in grades 3-5 making a learning gain on the 2013 FCAT 2.0 Math test will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, fifty-one percent of students made a learning gain on the administration of the 2012 FCAT 2.0 Math test.	The percent of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2012 FCAT 2.0 Math test.

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data

		Plans for classroom teachers			
4	Rigor of Questions and Student Assignment Tasks	Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
5	Data Drive Instruction	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons, activities, and discuss student data	Weekly grade level meetings Professional development opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional Strategies	Grade level planning meetings Professional development opportunities DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	At West Pensacola, there are only nine (9) students that take the FAA. To release data, would allow others to individually identify students. Therefore, no goal/objective will be written.
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	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading coach model in classrooms Individualized coaching plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
2	Rigor of questions and student assignment tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading coach model in classrooms Individualized coaching plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
3	Data Driven Instruction	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
4	Use common planning time to better align lesson, activities, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
5	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches model in classrooms Reading coach model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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% in grades 3-5 making a learning gain on the 2013 FCAT 2.0 Math test will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In grades 3-5, fifty percent of students in the lowest 25% made a learning gain on the administration of the 2012 FCAT 2.0 Math test.	The percent of the lowest 25% of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2012 FCAT 2.0 Math test.

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized coaching plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized coaching plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
5	Data Driven Instruction	Monthly Data Meetings Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons, activities, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists/TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

| 7 | Integrate Differentiated Instructional Strategies | Grade Level Meetings

Professional Development Opportunities

DOE Instructional Coaches model in classrooms

Reading Coach model in classrooms | Principal

Assistant Principal

Curriculum Coordinator

District Specialists/TSAs

Reading Coach | Classroom Walkthroughs

Grade Level Planning Meetings

Lesson Plans | Lesson Plans

Classroom Walkthroughs

Observations |

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 # Our school will reduce the achievement gap by 50% by increasing our proficiency in mathematics. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	22	39	45	51	57	

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:	At West Pensacola Elementary, student subgroups in ethnicity will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Black = 12% proficient/88% not making satisfactory progress Hispanic = 9% proficient/81% not making satisfactory progress White = 39% proficient/61% not making satisfactory progress	In 2013, Black = 25% proficient/75% not making satisfactory progress Hispanic = 30% proficient/70% not making satisfactory progress White = 40% proficient/60% not making satisfactory progress

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in	Principal Assistant Principal Curriculum Coordinator	Observation Classroom Walkthrough Data	Observation Classroom Walkthrough Data

3		classrooms Reading Coach model in classrooms Individualized Coaching Plans for classroom teachers	District Specialists and TSAs Reading Coach		
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches model in classrooms Reading Coach model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observation Classroom Walkthrough Data	Observation Classroom Walkthrough Data
5	Data Driven Instruction	Monthly Data Meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lesson, activities, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade level planning meetings Lesson plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches model in classrooms Reading Coach model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthrough Data Grade level planning meetings Lesson plans	Lesson Plans Classroom Walkthroughs Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
5	Data Driven Instruction	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

| 7 | | DOE Instructional Coaches Model in classrooms

Reading Coach Model in classrooms | District Specialists and TSAs

Reading Coach | | |
| 8 | 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	At West Pensacola Elementary, student subgroups in ethnicity will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Students With Disabilities = 19% proficient/81% not making satisfactory progress	In 2013, Students With Disabilities = 29% proficient/81% not making satisfactory progress

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data

				teachers	
5	Data Driven Instruction	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	At West Pensacola Elementary, student subgroups in ethnicity will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Economically Disadvantaged = 20% proficient/80% not making satisfactory progress	In 2013, Economically Disadvantaged = 30% proficient/70% not making satisfactory progress

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	Length of the school day	Bell to bell instruction Afterschool tutoring Develop master schedule that will maximize student learning while at school	Principal Classroom Teacher	Daily Schedule Classroom Walk-throughs	Observation Classroom Walk-through data
2	Tardies/Attendance	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings	Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate

3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms Individualized Coaching Plans for classroom teachers	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
5	Data Driven Instruction	Monthly data meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator Reading Coach Classroom Teachers	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in classrooms Reading Coach Model in classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs Reading Coach	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

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
Compontents of Go Math Series	K-5	District MathematicsSpecialist DOE Instructional Coach	K-5 Teachers	On-Going	Grade Level Meetings Classroom Walkthroughs	Principal Assistant Principal Curriculum Coordinator District Math Specialist
Implementation of Grab and Go Kits	K-5	District Math Specialist DOE Instructional Coach	K-5 Teachers	On-Going	Grade Level Meetings Classroom Walkthroughs	Principal Assistant Principal Curriculum Coordinator District Math Specialist
Higher Order Questions	K-5	District Math Specialist DOE Instructional Coach	K-5 Teachers	On-Going	Grade Level Meetings Classroom Walkthroughs	Principal Assistant Principal Curriculum Coordinator District Math Specialist
DOE Instructional Coach Model, Co-Teach, and Debrief with Classroom Teachers	K-5	DOE Instructional Coach	K-5 Teachers	On-Going	Debrief sessions with classroom teachers Classroom Walkthroughs	Principal Assistant Principal Curriculum Coordinator District Math Specialist

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In grade 5, 16 percent (12) students scored Level 3 oon the administration of the 2012 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 16 percent (12) students scored Level 3 on the 2012 FCAT Science Test.	There will be a one percent increase in the percentage of students scoring Level 3 on the 2012 FCAT 2.0 Science test.

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	Length of School Day	Extended School Day Bell to Bell Instruction Afterschool Tutoring Develop master schedule that will maximize student learning while at school.	Principal Assistant Principal Classroom Teachers	Daily Schedule Classroom Walkthrough	Observation Classroom Walkthrough Data
2	Tardies/Attendance	Monitor tardy/attendance recdords for each student. Letter for parents to sign for late check in/early check out. Conduct Child Study Meetings.	Principal Assistant Principal Classroom Teacher Guidance Counselor	Teacher Referrals Attendance Reports	Attendance Rate Tardy Rate
3	Student Engagement	District TSAs and/or Subject Area Specialists model in classrooms. DOE Instructional Coaches Model in classrooms. Individualized Coaching Plans for classrooms.	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
4	Rigor of Questions and Student Assignment Tasks	District TSAs and/or Subject Area Specialists model in classrooms. DOE Instructional Coaches Model in classrooms. Individualized Coaching Plans for classroom teachers.	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs	Observations Classroom Walkthrough Data	Observations Classroom Walkthrough Data
	Data Driven Instruction	Monthly data meetings	Principal	Data Meetings	Discovery

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5		with teachers. Use of Discovery Education and DRA for consistent and on-going data collection.	Assistant Principal Curriculum Coordinator District Specialists and TSAs	Classroom Walkthrough Data Small Group Instruction and Lesson Plan	Education DRA Data
6	Use common planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Increase opportunities for small group collaborative processes, labs, and use of manipulatives	Grade Level Planning Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
8	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in Classrooms	Principal Assistant Principal Curriculum Coordinator District Specialists and TSAs	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	At West Pensacola, during the 2011-2012 school year, there were only two (2)students that took the FAA. To release data, would allow others to individually identify students. Therefore, no goal/objective will be written.
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	Length of School Day	Extended School Day Bell to Bell Instruction Afterschool Tutoring Develop Master Schedule that will	Principal Assistant Principal Classroom Teachers	Daily Schedule Classroom Walkthroughs	Observation Classroom Walkthrough Data

#					
		maximize student learning while at school			
2	Tardies/Attendance	Monitor tardies/attendance records for each student

Letter for parents to sign for late check in/early check out

Conduct Child Study Attendance Meetings | Principal

Assistant Principal

Classroom Teacher

Guidance Counselor | Teacher Referrals

Attendance Reports | Attendance Rate

Tardy Rate |
| 3 | Student Engagement | District TSAs and/or Subject Area Specialists model in classrooms

DOE Instructional Coaches Model in classrooms

Individualized Coaching Plans for classroom teachers | Principal

Assistant Principal

Curriculum Coordinator

District Science Specialists | Observations

Classroom Walkthrough Data | Observations

Classroom Walkthrough Data |
| 4 | Rigor of Questions and Student Assignment Tasks | DOE Instructional Coaches model in classrooms.

Individualized Coaching Plans for classroom teachers | Principal

Assistant Principal

Curriculum Coordinator

District Science Specialists | Observations

Classroom Walkthroughs Data | Observations

Classroom Walkthrough Data |
| 5 | Data Driven Instruction | Monthly Data Meetings with teachers

Use of Discovery Education and DRA for consistent and on-going data collection | Principal

Assistant Principal

Curriculum Coordinator

District Science Specialists | Data Meetings

Classroom Walkthrough Data

Small Group Instruction and Lesson Plans | Discovery Education Data

DRA Data |
| 6 | Use Common Planning Time to better align lessons, activities/labs, and discuss student data | Weekly Grade Level Meetings

Professional Development Opportunities | Principal

Assistant Principal

Curriculum Coordinator

District Science Specialists | Grade Level Meetings

Lesson Plans | Lesson Plans

Classroom Walkthroughs

Observations |
| 7 | Increase opportunities for small group collaborative processes, labs, and use of manipulatives | Grade Level Planning Meetings

Professional Development Opportunities | Principal

Assistant Principal

Curriculum Coordinator

District Science Specialists | Classroom Walkthroughs

Grade Level Planning Meetings

Lesson Plans | Lesson Plans

Classroom Walkthroughs

Observations |
| 8 | Increase opportunities for small group collaborative processes, labs, and use of manipulatives | Grade Level Planning Meetings

Professional Development Opportunities | Principal

Assistant Principal

Curriculum Coordinator

District Science Specialists | Classroom Walkthroughs

Grade Level Planning Meetings

Lesson Plans | Lesson Plans

Classroom Walkthroughs

Observations |

9	Integrate Differentiated Instructional Strategies	Grade level planning meetings

Professional Development Opportunities

DOE Instructional Coaches Model in Classrooms | Principal

Assistant Principal

Curriculum Coordinator

District Science Specialists | Classroom Walkthroughs

Grade Level Planning Meetings

Lesson Plans | Lesson Plans

Classroom Walkthroughs

Observations |

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

Science Goal #2a:	In grade 5, four percent (3) students scored Level 4 or Level 5 on the administration of the 2012 FCAT Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, four percent (3) of students scored Level 4 or Level 5 on the 2012 FCAT Science test.	There will be a one percent increase in the percentage of students scoring Level 4 or Level 5 on the 2013 FCAT 2.0 Science test.

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	Length of School Day	Extended School Day

Bell to bell instruction

Afterschool Tutoring

Develop master schedule that will maximize student learning while at school | Principal

Assistant Principal

Classroom Teacher | Daily Schedule

Classroom Walkthroughs | Observation

Classroom Walkthrough data |
| 2 | Tardies/Attendance | Monitor tardy/attendance records for each student.

Letter for parents to signfor late check in/early check out.

Conduct Child Study Attendance Meetings | Principal

Assistant Principal

Classroom Teacher

Guidance Counselor | Teacher Referrals

Attendance Reports | Attendance Rate

Tardy Rate |
| 3 | Student Engagement | District TSAs and/or Subject Area Specialists model in classrooms

DOE Instructional Coaches Model in classrooms

Individualized Coaching Plans for classroom teachers | Principal

Assistant Principal

Curriculum Coordinator

District Science Specialists | Observations

Classroom Walkthrough Data | Observations

Classroom Walkthrough Data |
| | Rigor of Questions and Student Assignment Tasks | District TSAs and/or Subject Area Specialists model in classrooms

DOE Instructional | Principal

Assistant Principal

Curriculum | Observations

Classroom Walkthrough Data | Observations

Classroom Walkthrough Data |

4		Coaches Model in classrooms Individualized Coaching Plans for classroom teachers	Coordinator District Science Specialists		
5	Data Driven Instruction	Monthly Data Meetings with teachers Use of Discovery Education and DRA for consistent and on-going data collection	Principal Assistant Principal Curriculum Coordinator District Science Specialists	Data Meetings Classroom Walkthrough Data Small Group Instruction and Lesson Plans	Discovery Education Data DRA Data
6	Use Common Planning time to better align lessons, activities/labs, and discuss student data	Weekly Grade Level Meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Science Specialists	Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
7	Increase opportunities for small group collaborative processes, labs and use of manipulatives	Grade level planning meetings Professional Development Opportunities	Principal Assistant Principal Curriculum Coordinator District Science Specialists	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations
8	Integrate Differentiated Instructional Strategies	Grade Level Planning Meetings Professional Development Opportunities DOE Instructional Coaches Model in classrooms	Principal Assistant Principal Curriculum Coordinator District Science Specialists	Classroom Walkthroughs Grade Level Planning Meetings Lesson Plans	Lesson Plans Classroom Walkthroughs Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	At West Pensacola, during the 2011-2012 school year, there were only two (2)students that took the FAA. To release data, would allow others to individually identify students. Therefore, no goal/objective will be written.
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

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
Pearson Science Adoption	K-5	Nancy Stanley	K-5 Teachers	June - August 2012	Classroom Walkthroughs Grade Level Meetings	Principal Assistant Principal Curriculum Coordinator District Science Specialist
Science PLC	5th Grade	Nancy Stanley	5th Grade Teachers	On-Going	PLC Meetings Grade Level Meetings Classroom Walkthroughs	Principal Assistant Principal Curriculum Coordinator District Science Specialist
Science Representative Meetings	K-5	Nancy Stanley	Science Representative	Monthly	Faculty Meetings Leadership Meetings	Principal Assistant Principal Curriculum Coordinator District Science Specialist
DOE Science Instructional Coach to plan, model/co-teach, and debrief with classroom teachers.	2nd-5th	DOE Instructional Coach District Science Specialist	2nd-5th Grade teachers	On-Going	Grade Level Meetings Classroom Walkthroughs	Principal Assistant Principal Curriculum Coordinator District Science Specialist DOE Instructional Coach

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Content Leveled Books	Leveled Books for small group instruction	Title One	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00

			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Science Materials	Science Materials for classroom experiments	Science Budget	$500.00
			Subtotal: $500.00
			Grand Total: $1,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase % of students scoring at or above level 3.5 on the 2013 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 5% (4/55 students) scored at or above level 4 on FCAT Writes. In 2012, 20% (11/55 students) scored at level 3.5 or higher. In 2012, 54% (30/55 students) scored level 3.0 or higher.	The percentage of students scoring 3.5 or higher on the 2013 FCAT Writes test will increase by one percent.

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	Knowledge of Subject Matter	Students will receive instruction on the writing process daily.	Principal Assistant Principal Curriculum Coordinator Classroom Teachers	Monthly Writing Prompts Write Score	Monthly Write Score Prompts 2013 FCAT Writing 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 group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	At West Pensacola Elementary, only seven students (7) were assessed on the Florida Alternative Assessment (FAA). Listing data would allow for individual student identification, therefore this goal is not applicable.
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

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
Step Up to Writing	2-5	Brian Spivey	Classroom Teachers	October 19	Classroom Walkthroughs Grade Level Discussions	Principal Assistant Principal Curriculum Coordinator Classroom Teacher Brian Spivey - Language Arts Specialist Beverly Patteson - Language Arts TSA
Rubric Training	3rd-4th	Brian Spivey	3rd-4th Grade Teachers	TBD	Classroom Walkthroughs Grade Level Discussions	Principal Assistant Principal Curriculum Coordinator Brian Spivey - Language Arts Specialist Beverly Patteson - Language Arts TSA

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	Professional practice testing that provides data, teaching resources, and online inservice.	Title One	$1,200.00
			Subtotal: $1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00

			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $1,200.00

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:	During the 2011-2012 school year, the average daily attendance rate was 92.7%, 256 students had ten or more absences, and 144 students had ten or more tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During the 2011-2012 school year, West Pensacola's average daily attendance was 92.7%.	West Pensacola Elementary's average daily attendance rate will increase by 0.1% as compared to the 2011-2012 average daily attendance rate.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2011-2012 school year, 256 students had ten or more absences.	West Pensacola Elementary will decrease the number of students with ten or more absences by 0.1% as compared to the 2011-2012 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2011-2012 school year, 144 students had ten or more tardies.	West Pensacola Elementary will decrease the number of students with ten or more tardies by 0.1% as compared to the 2011-2012 school year.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	Communicate expectations to parents/guardians	Principal Assistant Principal Curriculum Coordinator Classroom Teacher Guidance Counselor	Attendance/Tardy Information	Reports from TERMS
	Understanding importance of	Communicate expectations to	Principal	Attendance/Tardy Information	Reports from TERMS

| | 2 | attendance in school and being on time. | parents/guardians | Assistant Principal

Curriculum Coordinator

Classroom Teacher

Guidance Counselor | | |

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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	During the 2011-2012 school year, West Pensacola had 79 incidents of Out of-School Suspension with 51

Suspension Goal #1:	students receiving them. There were 48 incidents of In-School Suspension with 29 students receiving ISS.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-2012 school year, there were 48 incidences of In-School suspensions.	WPE will decrease the number of in-school suspensions by 1% as compared to the 2011-2012 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 201-2012 school year, 29 students received in-school suspension.	WPE will decrease the number of students receiving in-school suspension by 1% as compared to the 2011-2012 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011-2012 school year, there were 79 out-of-school suspensions.	WPE will decrease the number of out-of-school suspension by 1% as compared to the 2011-2012school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-2012 school year, 51 students received out-of-school suspension.	WPE will decrease the number of students receiving out-of-school suspension by 1% as compared to the 2011-2012 school year.

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	Parental Involvement	Establish communication with parents at the beginning of the school year.	Principal/Assistant Principal Classroom Teacher	Number of students receiving discipline referrals that result in in-school or out-of-school suspension	Discipline Data/RTI-B database
2	Lack of Classroom Management	Positive Behavior Plan Positive Behavior School (PBS) strategies implemented school wide.	Classroom Teacher Principal/Assistant Principal Positive Behavior School (PBS) Team	Decline in Office Discipline Referrals	Referral Documentation/RTI-B Database

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
Positive Behavior School(PBS) training at beginning of the school	All grade levels	Timothy Rose, Curriculum Coordinator	School Wide	August 31, 2012	RTI-B database on Discipline data	Holly Magee, Assistant Principal

year						
Positive Behavior School(PBS) meetings monthly	Representative from each grade level	Tiffany Mcclure, Guidance Counselor	PBS Team which consists of a member from each grade level	Monthly	Meeting notes, RTI-B data on Discipline	Tiffany Mcclure, Guidance Counselor Holly Magee, Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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.*	West Pensacola Elementary will provide at least ten parental involvement activities during the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
WPE provided more than ten parental involvement activities during the 2011-2012 school year.	WPE will provide at least ten parental involvement activities during the 2012-2013 school year.

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
	Scheduling	Parental Involvement Activities will be offered	Classroom Teacher	Sign-In Sheets	Sign-In Sheets

1		at various times.	Curriculum Coordinator Assistant Principal Principal		
2	Lack of Parental Involvement	Promote parental involvement activities through school newsletters, School Messenger, announcements, and teacher invitations	Classroom Teachers Curriculum Coordinator Assistant Principal Principal	Feedback from Parents	Parental Involvement 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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

1. STEM	
STEM Goal #1:	Increase technology awareness of students through various platforms.

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 resources of up to date technology.	Purchase 40 IPADS through Extended Day funds. Implement use of web based Successmaker in 3rd - 5th grade classrooms. Implement use of Discovery Education in K-5th grade classrooms.	Principal Assistant Principal Curriculum Coordinator Reading Coach Technology Coordinator	Data Reports from SuccessMaker Data Reports from Discovery Education Classroom Walkthroughs	District Technology Survey Reports from SuccessMaker and Discovery Education
2	Implementation of software in classrooms to increase subject area proficiency	Implement use of web based Successmaker in 3rd - 5th grade classrooms. Implement use of Discovery Education in K-5th grade classrooms.	Principal Assistant Principal Curriculum Coordinator Reading Coach Technology Coordinator	Data Reports from SuccessMaker Data Reports from Discovery Education Classroom Walkthroughs	Reports from SuccessMaker and Discovery Education Classroom Walkthroughs

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
State STEM Meetings	K-5	DOE	School Designee	Various	Reporting information to Core Leadership Team.	Principal Assisant Principal Curriculum Coordinator
Waterford/ SuccessMaker Training	K-5	Budgie Latshaw	Classroom teachers	Various	Follow-Up PD Classroom Walkthroughs Waterford/SME Reports	Principal Assistant Principal Curriculum Coordinator Technology Coordinator Classroom

						Teachers
Technology Learning Groups for K-2 and 3-5	K-5	Technology Coordinator	Classroom Teachers	Various	Follow-Up Activities Classroom Walkthroughs	Principal Assistant Principal Curriculum Coordinator Technology Coordinator

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Bevery Tyner Small Group Reading Instruction Grades 3-8	Beverly Tyner Small Group Reading Instruction Grades 3-5 Books Stipends for teachers	Professional Learning Department (Title 2 Funds)	$3,700.00
Reading	Beverly Tyner Refresher for K-2	Stipends for teachers Materials for Notebooks	Title One	$1,000.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	Science Content Leveled Books	Leveled Books for small group instruction	Title One	$1,000.00
Writing	Write Score	Professional practice testing that provides data, teaching resources, and online inservice.	Title One	$1,200.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	TBD	TBD	TBD	$0.00
				Subtotal: $6,900.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	TBD	TBD	TBD	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Waterford and SuccessMaker Training	Consultant Fees	Title One	$5,000.00
Reading	Reading Consultant	Consultant Fees	District Funds	$20,000.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	TBD	TBD	TBD	$0.00
				Subtotal: $25,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00

Science	Science Materials	Science Materials for classroom experiments	Science Budget	$500.00
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	TBD	TBD	TBD	$0.00
				Subtotal: $500.00
				Grand Total: $32,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʄn Priority	ʄn Focus	ʄn Prevent	ʄn NA

Are you a reward school: ʄn Yes ʄn No

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

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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
No SAC funds are available	$0.00

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

The SAC assists in the following ways: Assists with the School Improvement Plan, helps with the budget each year, discusses the possibility of school uniforms, and helps distribute school recognition monies when applicable.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
WEST PENSACOLA ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	55%	54%	31%	201	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	53%			112	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?	67% (YES)	63% (YES)			130	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					443	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Escambia School District
WEST PENSACOLA ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	58%	71%	40%	227	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	45%	35%			80	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?	60% (YES)	44% (NO)			104	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					411	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested