

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: WILTON MANORS ELEMENTARY SCHOOL

District Name: Broward

Principal: Mark Narkier

SAC Chair: Arlene Lancaster

Superintendent: Jim Notter

Date of School Board Approval: 12/1/09

Last Modified on: 08-28-2009

Dr. Eric J. Smith, Commission
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

The vision and mission of Wilton Manors Elementary Magnet School is for all students to develop intercultural understanding and respect through intellectual rigor and high academic standards in a safe and secure learning environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Wilton Manors Elementary, established in 1951, is the only public school in the City of Wilton Manors located in the eastern section of Fort Lauderdale.

Unique School Strengths for Next Year

International Baccalaureate (IB) Primary Years Programme
Passport to Peace Program

Unique School Weaknesses for Next Year

Our school has 14 new faculty/staff members. All of these new faculty and staff members will need to be trained to teach our International Baccalaureate (IB) Primary Years Programme.

Student Demographics

2009 - Female 48.6, Male 51.3, White 18.8, Black 53.3, Hispanic 20.6, Asian 3.61, Native 0.00, Multi 3.44, Free/Reduced 77.5, ELL 13.6, ESE 20.6.
2008 - Female 48.6, Male 51.3, White 22.4, Black 51.1, Hispanic 19.8, Asian 3.46, Native 0.00, Multi 3.13, Free/Reduced 72.7, ELL 16.3, ESE 19.3.
2007 - Female 44.9, Male 55.0, White 20.9, Black 52.7, Hispanic 19.4, Asian 4.15, Native 0.00, Multi 2.66, Free/Reduced 74.2, ELL 20.1, ESE 18.3.

Student Attendance Rates

2009 - 95.60
2008 - 95.50
2007 - 95.90

Student Mobility

2009 - 28.90
2008 - 24.90
2007 - 31.80

Student Suspension Rates

2009 - 3.40
2008 - 2.10
2007 - 0.70

Student Retention Rates

2009 -
2008 - 3.63
2007 - 2.46

Class Size

2009 - K-3 = 17.58
2009 - 4-5 = 19.21
2008 - K-3 = 16.99
2008 - 4-5 = 20.88
2007 - K-3 = 16.99
2007 - 4-5 = 20.08

Academic Performance of Feeder Pattern

NA

Partnerships and Grants

Grants: Title 1, 21st CCLC,

Partners:

Barton & Miller Cleaners, Barnes and Nobles Booksellers, City of Wilton Manors, Florida Youth Orchestra, Intercoastal Pizza/Dominos, NorthStar Community Church, Smiley Kidz Dental, Stiles Corp., Wilton Manors Kiwanis, Rotary Club of Fort Lauderdale Beach, Publix, Cookies By Design, and Upchurch Management McDonalds.

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Mark Narkier	Masters Degree/Elementary Education, School Principal, ESOL	4	7	2009 - School Grade A 2008 - School Grade A 2007 - School Grade A 2009 - 87% of AYP Criteria Met 2008 - 95% of AYP Criteria Met 2007 - 100% of AYP Criteria Met

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading Coach	Laura McCarthy	MS - Exceptional Student Education BA - Elementary Education/Early Childhood, Elementary, Leadership, ESOL, Reading Endorsement	3	3	2009 - School Grade A 2008 - School Grade A 2007 - School Grade A 2009 - 87% of AYP Criteria Met 2008 - 95% of AYP Criteria Met 2007 - 100% of AYP Criteria Met

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Recruit - Layoff List	Becki Brito	TBA	We are given teachers off the layoff list and we have no say in their selection.
Retain - IB Training	Lori Goldsmith	Ongoing	Teachers who participate in IB training and are immersed in teaching Units of Inquiry tend to be motivated to stay at our school for a long time.

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None	N/A	N/A	N/A

Staff Demographics

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 Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
52	0	8	20	24	25	100	8	12	98

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	We have no new teachers...All 1+ years from layoff list
TBA	TBA	As needed basis	Mentors are assigned to teachers on an as needed basis.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Our school utilizes Title 1 funding for additional instructional positions to support students achievement including; student academic support, and communication with parents.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Our school utilizes Supplemental Academic Instruction funding to assist low achieving students in their area of need.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

Our school houses one unit of Head Start. Students who participate in this program are fully engaged in the Head Start Curriculum throughout the year. Then they matriculate to the school in the boundary of their home address for Kindergarten.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Mark Narkier, Principal
Nicole Camponella, School Psychologist
Dr. Ana Leon, Guidance & ESOL
Samantha Tovar, Behavior Specialist
Jan Crouse, Regular Education Teacher
Laura McCarthy, Reading Specialist
Dr. Joyce Barrows, ESE Specialist

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI Leadership Team meets on a monthly basis. Students who are part of the RtI process are discussed and their progress is monitored. Each team members contributes their expertise towards developing interventions to assist students.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The school-based RtI Leadership Team contributes to all aspects of the development of the school improvement plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

We are a part of the Aims Web data management system pilot.

Describe the plan to train staff on RtI.

The RtI Leadership Team has participated in State Training. Faculty are being trained on the process as they have students identified for participation the the RtI process for reading.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Overall, reading was the strength area for our school as more subgroups received a Yes for making ayp.

Science was the weakest part of our school program with 30% of our school population identified as proficient.
Mathematics was low for all AYP subgroups except White and Total (Black 64%, Econ. Dis. 65%, ELL 57%, SWD 52%).
Reading was low (40%) for the AYP subgroup SWD.

There was not a certain strand in any area that was weak. We need to focus on all of them for improvement.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

We utilize the District Instructional focus calendar and integrate it with our International Baccalaureate (IB) instructional calendar to meet the needs of the IB and the State Standards. The teachers teach the lessons in each subject area following the collaborated sequence and students are assisted as needed when they do not master a certain skill.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading

#1. Overall proficiency on reading strands ranged from 62-70%. The tight range indicates a need for intensive instruction in all areas. (W/P 62%, MI/AP 60%, COM 64%, RR 70%)

#2. Main Idea – at 60% for level 3-5, main idea represents our weakest area and main idea also represents the most possible points at each grade level tested.

#3 Comparison – Although proficiency in Words and Phrases was slightly lower, the greater number of potential points in Comparisons (especially in 4th and 5th grade) makes Comparisons a priority.

Math

• #1 – In 3rd and 4th grade Number Sense and Operations is the strand with the most potential for gains.

• #1 – In 5th grade Algebraic Thinking is the strand with the most potential for gains

• #2 – Measurement in grades 3-5 represents an area with significant potential points.

Science

#1 Physical and Chemical Sciences is the area with the most growth potential

#2 Earth and Space Sciences and Scientific Thinking are areas with significant potential for growth

Writing

Although the % at or above 3.5 is consistent across the board (94% in all categories), there is a slight fall off in the % at or above 4 on Expository Writing. Slightly more time and attention will be directed toward expository writing.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Instruction is differentiated for all students. This includes reading centers which are differentiated by skill and difficulty for students. Students assessments are reviewed and students are targeted for remediation and/or enrichment via classroom instruction, centers, push in, pull out, and before/after school camps and clubs

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

N/A

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

N/A

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

We are following an instructional focus calendar and PYP Inquiry unit schedule to insure aligned lesson plans and instructional delivery. Grade level meetings are conducted twice weekly for alignment of lessons and sharing of best practices.

How are instructional focus lessons developed and delivered?

Instructional focus lessons were developed by the District, aligned with our PYP Inquiry calendar, and delivered by the classroom teachers.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised based upon student results on benchmark mini assessments and BAT. They will be monitored using these assessments as well.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

DRA
DAR
FAIR
mini benchmark assessments
BAT
PYP Unit Final Projects
Chapter Tests and Quizzes

How are assessments used to identify students reaching mastery and those not reaching mastery?

All of the assessments listed above are utilized to identify students who are struggling. Interventions are then given based upon the student's area of weakness.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The Instructional Focus Calendar is followed and mini benchmark assessments are assigned based upon the skills covered during instruction. The leadership team collaborates to revise the IFC based upon the needs of the students.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Each team meets two times per week with the Magnet Coordinator to review their progress with the curriculum. The principal will sit in on these meetings following the return of assessment results to converse with teachers and discuss instructional modifications when necessary.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Each team meets two times per week with the Magnet Coordinator to review their progress with the curriculum. The principal will sit in on these meetings following the return of assessment results to converse with teachers and discuss instructional modifications when necessary. Additionally the reading coach reviews the reading assessment and provides support and coaching as needed. Concurrently, the ESE Specialist and Autism Coach collaborate to assist the Students with Disabilities (SWD). The principal utilizes information gleaned from CWT to determine needs and secure staff development.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reading -
Core - Balanced Literacy, Novels, Daily 5, Centers Instruction
Supplemental - Treasures and Trophies
Intensive - A.L.L., Fast Track, Push-in, Pull-out, Reading Camp

Mathematics -
Core - Adopted Text
Supplemental - Singapore Math
Intensive - Push-in, Pull-out, Math Camp

Science -
Core - Science Kits
Supplemental - Science Alive
Intensive - Science Camp and Science Based Clubs

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Supplemental and intensive instruction/interventions are structured as push in, pull out, differentiated centers, guided reading with leveled text, FAST Track pull out groups, before school camps, after school camps, and privately run tutorials.

How does the school identify staff's professional development needs to improve their instructional strategies?

The school utilizes a common framework of knowledge subsets that are expected of all teachers. Teachers who are new to the campus participate in all of the trainings necessary. Ongoing staff development is required of all staff members via PYP guidelines.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students target for supplemental and intensive instruction/interventions are:

- All level 1 students
- All level 2 students
- Students who are on the bubble and right above or below a level
- Students who have fell one or more levels
- Students who do not perform up to standard on ongoing assessments

How will the effectiveness of the interventions be measured throughout the year?

The effectiveness of interventions are measured based upon the review of ongoing progress monitoring measures. They are tweaked as needed based upon these results. Additionally, trends will be identified via regular CWTs.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Enrichment is provided to all students to support acceleration through our PYP units of inquiry and our 21st CCLC clubs. These learning opportunities are differentiated to meet the needs of all learners particularly advanced learners.

Describe how students are identified for enrichment strategies.

Students identified for enrichment are:

- All level 5 students
- All level 4 students
- All students reading one or more years above grade level
- Students who are identified as gifted

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Daily 5 - grades K-5 (PLC)	Laura McCarthy	Weekly	Fridays	Improving Reading Instruction
Integrating, Differentiated Instruction & Understanding By Design - grades K-5(PLC)	Lori Goldsmith	2x per Week	Planning Time	Improving Integration and Differentiation
Grade Level Data Analysis	Mark Narkier	following each benchmark	PYP Planning Schedule	Data Analysis

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

Several procedures are in place to assist students with pre-school transition. We hold a magnet open house in January each year to provide information to parents for students transitioning to kindergarten. Additionally, we host a kindergarten round up in May to aid families in the transition to Kindergarten.

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
--------------------------	---

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>The total percent proficient in reading stayed the same the past two years. It was 73% Proficient.</p> <p>In Grade 3 all strands were between 60% & 66% In Grade 4 all strands were between 60% and 75%. In Grade 5 all strands were between 60% & 66%. All strands need attention and improvement.</p> <p>AYP Subgroups: Total - 65% Met Target White - 79% Met Target Black - 57% Met Target via growth model Hispanic - 73% Met Target Econ Dis - 61% Met Target via growth model ELL - 54% Met Target via growth model SWD - 40% Did not Meet Target</p> <p>63% of the students made learning gains (must be greater than 50%)</p> <p>68% of the lowest quartile made learning gains (must be greater than 50%)</p>		<p>By June of 2010, 76% of students in grades 3-5 meeting the DOE accountability rule will score Level 3 and above on the FCAT Reading Assessment.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Two school-wide reading blocks of 120 minutes will be supported by administrators, support staff, teachers and paraprofessionals. (All AYP Subgroups)	Mark Narkier, Principal	Master Schedule Classroom Visits	CWT
2	A resource room that includes fiction and non fiction leveled text will be utilized to support reading and PYP Units of Inquiry. (All AYP Subgroups)	Laura McCarthy, Reading Coach and Lori Goldsmith, Magnet Coordinator	Materials Database Classroom Visits	CWT
3	Instruction in all 6 areas of reading will be implemented to provide a strong foundation for early readers. (All AYP Subgroups)	Laura McCarthy, Reading Coach	Mini Benchmarks and/or Treasures Assessments	Mini Benchmark and/or Treasures Assessment Results
4	Students will use technology such as FCAT Explorer, Riverdeep, Accelerated Reader, Renzulli Learning, and the Internet to support and enhance reading goals. (All AYP Subgroups)	Pam Bittner, Microtech	Monitoring ILS Print Outs	ILS Print Outs
5	Students will use inquiry to increase background knowledge and develop	Lori Goldsmith, Magnet Coordinator	Bi-weekly PYP Meetings	Student PYP Projects

	understanding and alignment with our PYP magnet. (All AYP Subgroups)			
6	Teachers will use a variety of assessment tools to identify student needs and design instruction.(All AYP Subgroups)	Laura McCarthy, Reading Coach	Review of Assessment Tool Results	DRA, DAR, San Diego, Fast Track Placement Test, Oral Fluency
7	Students will receive instruction based on their reading assessments and the Struggling Reader's Chart. ((All AYP Subgroups students below level 3, and Lowest 25%)	Laura McCarthy, Reading Coach	Distribution and class visits of materials and class visits	Database and CWT
8	Parents, partners and the community will become actively involved in the school-wide reading goal as classroom volunteers and mentors. (All AYP Subgroups)	Jan Crouse, Title 1 Teacher	Volunteer Logs	Volunteer Logs
9	Parents, partners, and the community will collaborate with students in developing PYP Units of Inquiry by serving as human resources and sharing their areas of expertise. This two-way partnership will enrich both the students and the community.(All AYP Subgroups)	Jan Crouse, Title 1 Teacher	Volunteer Logs	Volunteer Logs
10	Teachers will meet periodically with grade level teams and/or administration to share data and monitor student progress and develop teaching targets. (Specifically targeted to student in AYP subgroups not meeting criteria)	Laura McCarthy, Reading Coach and Mark Narkier, Principal	Assessment Results and Data Analysis Handouts	Assessment Results and Data Analysis Handouts
11	Students below grade level in reading will participate in reading camps before school, after school, and/or during the summer. (Students in AYP subgroups not meeting criteria as well as lowest 25% are placed first to ensure their needs are met.)	Laura McCarthy, Reading Coach	21st CCLC Schedule	Assessment Results
12	Reading Acceleration Programs will be utilized for at risk readers. (Students in AYP subgroups not meeting criteria are placed first to ensure their needs are met.)	Joanne Boyer, Reading Teacher and Judi Macy, Reading Teacher	DRA	DRA
13	Students will maintain portfolios to document progress in reading and with our PYP Magnet Program. (All AYP Subgroups)	Lori Goldsmith, Magnet Coordinator	Portfolios	Portfolios
14	All students scoring in the lowest quartile will be given prescriptive instruction by their reading teachers based on their assessments. Interventions to include leveled text and or FAST Track instruction. (Students in AYP subgroups not meeting criteria are placed first to ensure their needs are met.)	Laura McCarthy, Reading Coach	DRA/DAR Results	DRA/DAR
15	Two doses of instruction will be provided to support struggling reader classes	Mark Narkier, Principal	Regular Classroom Visits	CWT

	during the 120 minute reading block. (Students in AYP subgroups not meeting criteria are placed first to ensure their needs are met.)			
16	Select teachers will utilize Daily 5 Reading Strategies (All AYP Subgroups)	Mark Narkier, Principal	Regular Classroom Visits	CWT
17	ESE students in Grades 3-5 will be given reading support via the classroom teacher, before or after school camps, the ese teacher, and private tutoring program to provide them the support necessary to improve their achievement.	Laura McCarthy, Reading Coach	Ongoing Assessments	mini-benchmark and BAT.
18	ELL students in Grades K-5 will be given reading support via the classroom teacher, before or after school camps, the guidance counselor, and private tutoring program to provide them the support necessary to improve their achievement.	Ana Leon, Guidance Counselor	Ongoing Assessments	mini-benchmark and BAT.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1, 2, 3	Daily 5	Laura McCarthy	5/2009-6/2010	Classroom Visits	Mark Narkier, Principal
1, 3, 5, 8, 9	Tribes	Mark Narkier	5/2009-6/2010	Classroom Visits	Mark Narkier, Principal
1, 3	Treasures (District)	Laura McCarthy	8/2009-6/2010	Classroom Support	Laura McCarthy, Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
We have been given no funding for instructional materials.	N/A	\$0.00
Leveled Text	School Improvement Funds	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
We have been given no funding for technology.	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Tribes	Inservice Funds - General Budget	\$2,000.00
Daily 5	NA	\$0.00
Treasures	District	\$0.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,000.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>The total percent proficient in mathematics last year was 75% Proficient. The total percent proficient in mathematics the previous year was 77% Proficient.</p> <p>In Grade 3 all strands were between 60% & 66% In Grade 4 all strands were between 60% and 75%. In Grade 5 all strands were between 60% & 66%. All strands need attention and improvement.</p> <p>AYP Subgroups: Total - 69% Met Target White - 83% Met Target Black - - 64% Did not Meet Target Hispanic - 70% Met Target Econ Dis - 65% Did not Meet Target ELL - 57% Did not Meet Target SWD - 52% Did not Meet Target</p> <p>60% of the students made learning gains (must be greater than 50%)</p> <p>66% of the lowest quartile made learning gains (must be greater than 50%)</p>		<p>By June 2009, 72% of students in grades 3-5 meeting the DOE accountability rule will score Level 3 or above on the FCAT Math Assessment.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will begin integrating Singapore Math Strategies into their Mathematics Instruction (All AYP Subgroups)	Mark Narkier, Principal	Mini Benchmark Assessments	Mini Benchmark and BAT Assessments
2	Students will have daily access to technology such as Harcourt Math, FCAT Explorer and the Internet to enhance math skills. (All AYP Subgroups)	Pam Bittner, Microtech	ILS Printout data review	ILS Printouts
3	Students will be engaged in inquiry-based learning paralleling real-life situations and career applications in alignment with our PYP magnet. This will include the participation of parents and partners in activities such as Sunshine Math and Publix Math night. (All AYP Subgroups)	Jan Crouse, Title One Teacher	Review of Sign in sheets and rubrics	Sign in sheets and rubrics
4	Subgroups not meeting AYP proficiency levels will be identified through data collection, analysis,	Mark Narkier, Principal	Mini Benchmark Assessments	Mini Benchmark and BAT Assessments

	presentation, and interpretation and enrolled in before, during and after school mathematics support.			
5	Teachers will meet periodically with grade level teams and/or administration to share data and monitor student progress and develop teaching targets. (All AYP Subgroups)	Mark Narkier, Principal	Mini Benchmark Assessments	Mini Benchmark and BAT Assessments
6	Teachers of students with disabilities will meet monthly to review instructional focus benchmark assessments and design instruction.	Dr. Joyce Barrows, ESE Specialist	Mini Benchmark Assessments	Mini Benchmark and BAT Assessments
7	Teachers will utilize FCAT Dailies or similar to give students practice in each of the areas of math. (All AYP Subgroups)	Mark Narkier, Principal	Classroom Visits	CWT
8	Teachers will utilize strategies to help students develop a common language of math and use this language to explain, construct and interpret. (All AYP Subgroups)	Mark Narkier, Principal	Classroom Visits	CWT
9	Teachers will utilize various assessment tools to analyze data and modify math instruction.(All AYP Subgroups)	Mark Narkier, Principal	Data Reviews	Mini Benchmarks, BAT, Chapter Tests, Informal Quizes
10	Students will utilize centers, math journals, and/or products to demonstrate mastery of strands. (All AYP Subgroups)	Mark Narkier	Classroom Visits	CWT
11	ELL students in Grades K-5 will be given reading support via the classroom teacher, before or after school camps, the guidance counselor, and private tutoring program to provide them the support necessary to improve their achievement.	Jan Crouse, SES Facilitator	Data Reviews	Mini Benchmarks, BAT, Chapter Tests, Informal Quizes

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1, 2	Singapore Math (District Trainers)	Mark Narkier, Principal	6/2009-6/2010	Classroom Walk Thoughts	Mark Narkier, Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
We have not been given any funds for instructional materials for math	General Budget	\$0.00
Singapore Math Text and Materials	Accountability Funds	\$960.00
		Total: \$960.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00

Professional Development		
Description of Resources	Funding Source	Available Amount
Singapore Math	Inservice Funds	\$8,000.00
		Total: \$8,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$8,960.00		

End of **Mathematics** Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Wilton Manors Elementary had 30% proficient in writing. This is down from 43% last year.		By June 2010, 45% of fifth grade students will meet the DOE accountability rule demonstrated a Level III on FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	A paraprofessional will be assigned to the lab to support the teacher in the organization and utilization of materials and equipment.	Mark Narkier, Principal	Classroom Walk Throughs	CWT
2	The science lab will be scheduled so that each class has a designated time to report to the lab.	Mark Narkier, Principal	Schedule Review and Team Leader Meetings	Schedule and feedback
3	Each grade level group will meet regularly with the science paraprofessional to share lessons and prepare materials for science lessons.	Mark Narkier, Principal	Schedule Review and Team Leader Meetings	Schedule and feedback
4	Selected students will participate in FCAT Science Camp to supplement their Science Instruction	Laura McCarthy, 21st CCLC Coordinator	Science Mini Benchmark Assessment Review	Science Mini Benchmark Assessments
5	All students in grades 3-5 will participate in Science mini benchmark assessments to track their progress.	Laura McCarthy, 21st CCLC Coordinator	Science Mini Benchmark Assessment Review	Science Mini Benchmark Assessments
6	All teachers will meet with the principal regularly to discuss mini benchmark results.	Mark Narkier, Principal	Science Mini Benchmark Assessment Review	Science Mini Benchmark Assessments
7	Science strands will be integrated with PYP Units of Inquiry and assessed at their completion.	Lori Goldsmith, Magnet Coordinator	Review of student progress via rubric.	Rubrics
8	Teachers will meet periodically with grade level teams and/or administration to share data and monitor student progress and develop teaching targets.	Mark Narkier, Principal	Science Mini Benchmark Assessment Review	Science Mini Benchmark Assessments
9	Students will utilize resources such as science kits, text books and other resources to support science instruction.	Sharon Heinlin, Science Paraprofessional	Classroom Visits	CWT

10	Teachers will utilize science lab reports as one tool for students to demonstrate mastery.	Sharon Heinlin, Science Paraprofessional	science lab reports	science lab reports reviews
----	--	--	---------------------	-----------------------------

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
2, 3, 7	Science FCAT Instruction	Science Department	5/2009	Implementation of skills learned via training	Mark Narkier, Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
The school has not been provided funding for instructional materials this school year.	General Budget	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Consumable Materials	District	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Wilton Manors Elementary had 99% proficient in writing. This is up from 95% last year.		By June 2010, 99% of students in grade 4 meeting the DOE accountability rule will score Level 3.5 and above on the FCAT Writing Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be engaged in writing for real world situations as part of inquiry-based project work.	Lori Goldsmith	Practice Prompts	State Scoring Rubric
2	Students will participate in a variety of writing experiences including research, writing prompts, and genre writing.	Lori Goldsmith	Portfolios	Rubric
3	At risk students including ESE and LEP will receive additional writing instruction	Laura McCarthy	Writing Samples	Rubric

	during before and after school camps.			
4	Teachers will conference with students to assist them with improving their writing skills.	Lori Goldsmith	Writing Samples	Rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1, 2, 3, 4	Tribes (District Trainers)	Mark Narkier, Principal	5/2009-6/201	Classroom Visits	Mark Narkier, Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No funding is available for materials instructional materials this school year.	Regular Budget	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2007, 58% of parents participated in decisions regarding their children's education as documented by attendance at parent trainings, meetings, and conferences.		By June 2010, 75% of parents will participate in decisions regarding their children's educational documentation as evidenced by attendance at parent trainings, meetings or conferences.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	A school activity calendar will be developed by all stakeholders and distributed to parents	Mark Narkier, Principal	Parent Participation at events	Sign In Sheets

2	A school Parental Involvement Policy will be revised annually by all stakeholders which will include a school-family compact that will be distributed to parents with the Back-to-School Information packet (signed compacts returned by parents will be kept on file at the school).	Jan Crouse, Title 1 Teacher	Collection of Compacts	Review of the number of signed compacts
3	Students will be given a take home folder on Tuesdays to improve communication between school and home.	Mark Narkier, Principal	Review of Parent Participation by checking folders for signatures	Signed Tuesday Folders
4	An annual public meeting will be held to inform parents of the school's participation in the Title I School wide program.	Jan Crouse, Title 1 Teacher	Parent Participation at events	Sign In Sheets
5	All teachers will convene parent conferences in order to provide individual student assessment results, including an interpretation of those results including Virtual Counselor via the internet.	Jan Crouse, Title 1 Teacher	Percent of parent participation in conferences per class	Signed Conference Forms
6	Parents will be involved in the development and evaluation of the School Improvement Plan.	Jan Crouse, Title 1 Teacher	Parent Participation at SAC	Sign In Sheets and minutes
7	Parents will be involved in decisions about how Title I funds are to be allocated and documentation retained to support this requirement.	Jan Crouse, Title 1 Teacher	Parent Participation at SAC	Sign In Sheets and minutes
8	Student Success Night will take place, during the last quarter of the school year, to provide an opportunity for each student to demonstrate to their parent (s) knowledge and skills learned through the PYP program during the school year.	Lori Goldsmith, Magnet Coordinator	Parent Participation	Sign In Sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1, 4, 7	Roots and Wings, Passport to Peace, Bounce, Parent University and PYP Parent Trainings will be scheduled for parents and participation will be encouraged	Jan Crouse, Title 1 Teacher	6/2010	Review of Sign In	Jan Crouse, Title 1 Teacher
1, 4, 7	Parents will attend the annual Parent Seminar and other Title 1 Parent Academy Trainings.	Jan Crouse, Title 1 Teacher	6/2010	Review of Sign In	Jan Crouse, Title 1 Teacher
1, 4, 7	Workshops will be scheduled in the areas of reading and technology.	Jan Crouse, Title 1 Teacher	6/2010	Review of Sign In	Jan Crouse, Title 1 Teacher

Budget:

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

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Parent Training	21st CCLC funds	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
Parent Calendars	Title 1 Funds	\$2,000.00
Tuesday Folders	Title 1 Funds	\$2,000.00
		Total: \$4,000.00
		Final Total: \$6,000.00

End of **Parent Involvement** Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	We have been given no funding for instructional materials.	N/A	\$0.00
Reading	Leveled Text	School Improvement Funds	\$2,000.00
Mathematics	We have not been given any funds for instructional materials for math	General Budget	\$0.00
Mathematics	Singapore Math Text and Materials	Accountability Funds	\$960.00
Writing	No funding is available for materials instructional materials this school year.	Regular Budget	\$0.00
Science	The school has not been provided funding for instructional materials this school year.	General Budget	\$0.00
			Total: \$2,960.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	We have been given no funding for technology.	N/A	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Tribes	Inservice Funds - General Budget	\$2,000.00
Reading	Daily 5	NA	\$0.00
Reading	Treasures	District	\$0.00
Mathematics	Singapore Math	Inservice Funds	\$8,000.00
Parental Involvement	Parent Training	21st CCLC funds	\$2,000.00
			Total: \$12,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	Consumable Materials	District	\$0.00
Parental Involvement	Parent Calendars	Title 1 Funds	\$2,000.00
Parental Involvement	Tuesday Folders	Title 1 Funds	\$2,000.00
			Total: \$4,000.00
			Final Total: \$18,960.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

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.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Staff Development and Materials	5900

Describe the Activities of the School Advisory Council for the Upcoming Year

Regular Meetings
Integrated Parent Workshops
Budget Workshop

SAC Members

Members

- 1) Mark Narkier, Principal
- 2) Arlene Lancaster, SAC Chair
- 3) Ana Leon, Teacher
- 4) Ana Leon, Teacher
- 5) Bridgette Pierce, Business Member
- 6) Flore Jean Louis, Parent
- 7) Vicki Stetson, Parent
- 8) Lutrill Reid, Parent
- 9) Angeline Nazien, Parent
- 10) Pam Sobeck, Parent
- 11) Crystal Grant, Parent
- 12) Jeffrey Williams, Parent
- 13) Christine Oriole, School Support Personnel
- 14) Jamie Allwein, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward WILTON MANORS ELEMENTARY SCHOOL 0191													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 290 Math: 290		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	65	Y	69	Y			Y				NA	34	35	NA	29	31	NA	73	NA	67	NA	
WHITE	100	Y	99	Y	79	Y	83	Y			NA				NA	25	21	NA	18	17	NA	78	NA	77	NA	
BLACK	100	Y	100	Y	57	N	64	N			Y				NA	42	43	N	35	36	N	70	Y	61	N	
HISPANIC	100	Y	100	Y	73	Y	70	Y			NA				NA	29	27	NA	29	30	NA	76	NA	73	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	N	65	N			Y				NA	39	39	N	33	35	N	72	Y	64	N	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	54	N	57	N			NA				NA	46	46	N	31	43	N	67	Y	56	N	
STUDENTS WITH DISABILITIES	100	Y	99	Y	40	N	52	N			NA				NA	52	60	N	41	48	N	53	N	53	N	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward WILTON MANORS ELEMENTARY SCHOOL 0191													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 304 Math: 304		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	66	Y	71	Y			Y				NA	31	34	NA	32	29	NA	64	NA	70	NA	
WHITE	100	Y	100	Y	75	Y	82	Y			NA				NA	19	25	NA	23	18	NA	70	NA	80	NA	
BLACK	100	Y	100	Y	58	Y	65	Y			Y				NA	39	42	NA	40	35	NA	56	NA	69	NA	
HISPANIC	100	Y	100	Y	71	Y	71	Y			NA				NA	28	29	NA	24	29	NA	75	NA	57	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	Y	67	Y			Y				NA	36	39	NA	36	33	NA	62	NA	66	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	54	N	69	Y			NA				NA	41	46	N	37	31	NA	55	N	66	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y	48	N	59	N			NA				NA	45	52	N	49	41	Y	52	N	55	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward WILTON MANORS ELEMENTARY SCHOOL 0191													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 266 Math: 266		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	99	Y	100	Y	69	Y	68	Y			Y				NA	32	29	NA	29	32	NA	67	NA	69	NA	
WHITE	99	Y	99	Y	81	Y	77	Y			NA				NA	29	8	NA	14	23	NA	81	NA	67	NA	
BLACK	100	Y	100	Y	61	Y	60	Y			Y				NA	32	41	NA	36	40	NA	58	NA	63	NA	
HISPANIC	99	Y	100	Y	72	Y	76	Y			NA				NA	39	28	NA	31	24	NA	69	NA	83	NA	
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	64	Y	64	Y			Y				NA	35	35	NA	34	36	NA	63	NA	68	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	59	Y	63	Y			NA				NA	53	37	NA	30	37	NA	59	NA	73	NA	
STUDENTS WITH DISABILITIES	98	Y	98	Y	55	Y	51	N			NA				NA	58	33	NA	48	49	N	55	NA	59	Y	

SCHOOL GRADE DATA

Broward School District WILTON MANORS ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	73%	75%	99%	30%	277
% of Students Making Learning Gains	68%	60%			128
Writing and Science: Takes into account the % scoring 3.5 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.					
3 ways to make gains: <ul style="list-style-type: none"> ● 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?	63% (YES)	66% (YES)			129	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.
Points Earned					534	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District WILTON MANORS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	77%	95%	43%	288	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	66%			134	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	57% (YES)	68% (YES)			125	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.
Points Earned					547	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District WILTON MANORS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	72%	96%	43%	286	Writing and Science: Takes into account the % scoring 3.5 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	74%	66%			140	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	87% (YES)	69% (YES)			156	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.
Points Earned					582	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested