

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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**School Name: WESTWOOD HEIGHTS ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Gwendolyn Burney**

**SAC Chair: Nelsha Powell**

**Superintendent: James F. Notter**

**Date of School Board Approval: 12/1/09**

**Last Modified on: 09-11-2009**

**Dr. Eric J. Smith, Commission**  
Florida Department of Education  
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## VISION and MISSION STATEMENTS

Our vision is to have all students meet proficiency at all grade levels. It is the mission of Westwood Heights Elementary School to provide a challenging learning environment where each student will be encouraged to reach his/her potential academically, socially, and emotionally.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Westwood Heights Elementary School is located in the city of Fort Lauderdale. This is an older facility that serves 602 students in grades Head Start through 5th, along with an Intellectual Disabilities Cluster. A majority of the students walk to this neighborhood school.

#### Unique School Strengths for Next Year

We have 6 national board certified teachers. We made a 14-point gain in reading. The percentage of teachers with advanced degrees is 47.

#### Unique School Weaknesses for Next Year

We lost our 21st Century Grant for the after school-tutoring program. Due to budget cuts, the staff was reduced by three instructional positions and one non-instructional position. We have insufficient technology and there is a decline in student enrollment.

#### Student Demographics

The percentage of females is 47.6 and 52.3 for males. The demographics include: 1.34% White, 92.8 Black, 4.02 Hispanic, 0.44% Asian, 0.14% Native American, 1.19% Multiracial, 88.8% Free and Reduced, 15.6% ELL and 11.4% ESE.

#### Student Attendance Rates

The attendance rates were 94.6% for 2007, 95% for 2008 and 95.4% for 2009. The district's average for elementary was 94.5% for 2007-2009.

#### Student Mobility

The mobility rate is 28.2%.

#### Student Suspension Rates

The internal suspension rates were 1.4% for 2007, 3.10% for 2008 and 3% for 2009. The external suspension rates were 1% for 2007, 2.4% for 2008 and 1.2% for 2009.

#### Student Retention Rates

**Class Size**

The class size is 15.66 for PK, 16.16 for KG, 17.00 for 01, 15.08 for 02, 19.66 for 03, 18.66 for 04, 25.16 for 05. ESOL counts include 87 LY and 22 LF. Primary Exceptional counts include a total of 82.

**Academic Performance of Feeder Pattern**

N/A

**Partnerships and Grants**

Kabooms Amusement & Party Center, Chick-Fil-A of Broward Mall, After School Programs (ASP), Team of Life (Big Mama), The Dental Place and The One Hundred Black Man of Greater Fort Lauderdale

**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	Gwendolyn Burney	Elementary Ed. ESOL Endorsed Ed. Leadership K-12	1.6	15	2008-09: Grade C Black, ED, and ELL did not make AYP in reading or math 2007-08: Grade C Black and ED did not make AYP in reading or math 2006-07: Grade A All Sub Groups made AYP
Assis Principal	Lydia Knighton	Elementary Ed. ESOL Endorsed Guidance and Counseling Ed. Leadership K-12	3	3	2008-09: Grade C Black, ED, and ELL did not make AYP in reading 2007-08: Grade C Black and ED did not make AYP in reading 2006-07: Grade C Black and ED did not make AYP in reading

*\* 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 Language Arts	Ertha Skinner-Hill	Elementary Ed. Reading K-12 ESOL Endorsed	3	9	2008-09: Grade C Black, ED, and ELL did not make AYP in reading or math 2007-08: Grade C Black and ED did not make AYP in reading or math 2006-07: Grade C Black and ED did not make AYP in reading or math
Content Areas	Nelsha Powell	Elementary Ed. Reading K-12 ESOL Endorsed Ed. Leadership K-12	9	4	2008-09: Grade C Black, ED, and ELL did not make AYP in reading or math 2007-08: Grade C Black and ED did not make AYP in reading in math 2006-07: Grade C Black and ED did not make AYP in reading or math
Math	Endurance Ngbeken	Elementary Ed. ESOL Endorsed Ed. Leadership K-12 Working towards Reading Endorsement	4	2	2008-09: Grade C Black, ED, and ELL did not make AYP in reading or math 2007-08: Grade C Black and ED did not make AYP in reading in math 2006-07: Grade C Black and ED did not make AYP in reading or math
Science	Wayne Lovett	Elementary Ed. ESOL Endorsed	10	1	2008-09: Grade C Black, ED, and ELL did not make AYP in reading or math 2007-08: Grade C Black and ED did not make AYP in reading in math 2006-07: Grade C Black and ED did not make AYP in reading or math

\* 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)
Advertisements of Vacancies	District	Ongoing	
Teacher Recruitment Job Fairs	District	Ongoing	
Induction Program	District	Ongoing	
New Educator Support Program	NESS Liaison	Ongoing	
Staff Development	Curriculum Coach, District Personnel	Ongoing	

## Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Spencer Butler	N/A	4th Grade Math	Mr. Butler will send a copy of his Professional Certificate to certification office to update his district records which should reflect his Highly-Qualified status.
Rose Dorsainville	Professional Educator's: Elem. Ed: K-6	4th Grade	Ms. Dorsainville will send a copy of her Professional Certificate to certification office to update her district records which should reflect her Highly-Qualified status.
Tamika Fussell	Nonrenewable Temporary: Elem Ed: K-6	1st Grade	Ms. Fussell will submit the required paperwork to the certification office.
Bridget Cavari-Madero	Professional Educator's: ESOL Endorsement Mentally Handicapped: K-12 Specific Learning Disabilities: K-12	IND	Ms. Madero will submit the required paperwork to the certification office.
Brad Sitlick	Professional Educator's: Emotionanally Handicapped: K-12	EMH & PMH	Mr. Sitlick will submit the required paperwork to the certification office.
Paula Spring	Professional Educator's: Early Childhood Education: (nursery-Kindergarten) Elem. Ed: 1-6 ESOL Endorcement Family and Consumer Science: (grades 6-12)	Kindergarten	Ms. Spring will submit the required paperwork to the certification office.
Janice Wilkes	Professional Educator's: Music: K-12	Music	Ms. Wilkes will submit the required paperwork to the certification office.

## 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
40	0	25	51	24	47	82	4	12	75

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

#### Title I, Part A

It is used for staff development, resources, tutoring, parental involvement, community liaison and funding developments for teachers and paraprofessionals.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

District receives supplemental funds to improve the basic education programs and funds are used for Team Leader Days.

#### Title III

District provides services for education materials, Professional Development and ELL district support to enhance the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless Social Worker provides resources for students identified as homeless.

#### Supplemental Academic Instruction (SAI)

SAI funds are used for our neglected and delinquent students.

#### Violence Prevention Programs

Fort Lauderdale Police Department provides Drug Awareness for Head Start students through fifth grade. Victor Smith, S.I.U. provide "Anti-Bullying Presentation" and "Drug-Prevention" for grades 3-5. In addition, S.I.U. provide ways to deal with bullying and the process of the anti-bullying policy. The National Institute of Mental Health, through their "I' m Thumbody Program", teaches self-esteem, bullying prevention and a variety of other interventions based on student needs.

#### Nutrition Programs

N/A

#### Housing Programs

N/A

#### Head Start

Head Start is a national federally- funded program that provides free comprehensive services for low-income preschool children and their families. Services include educational, social, medical, vision, dental, nutritional and mental health.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

Gwendolyn Burney, Principal, Lydia Knighton, Assistant Principal, Nelsha Powell, K-2 Curriculum, Ertha Skinner-Hill, Reading Coach, Endurance Ngbeken, Math Coach, Wayne Lovett, Science Coach, Stacey Skylar, ESE Specialist, Celeste McGill, Guidance Counselor, Jona Brown, Community Liaison, France Alcena, ELL Coordinator and Michelle Nixon, Reading Resource Teacher.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to develop the SIP. The team will assist with the implementation and monitoring of the School Improvement Plan.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to develop the SIP. The team will assist with the implementation and monitoring of the School Improvement Plan.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math and science) Florida Comprehensive Assessment Test (FCAT)  
Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation  
Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)  
End of Year: FCAT  
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

All staff members will be trained on RtI through ongoing staff development.

## 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?

Strengths for Reading: 3rd grade-Reference and Research, 4th grade-Words and Phrases, 5th grade-Comparisons and Reference and Research. The number of students below grade level in reading has decreased. 90% of students meet standards in writing.

Weaknesses for Reading: 3rd grade-Words and Phrases, Comparisons, Main Idea/Purpose 4th grade: Main Idea/Purpose, Comparisons and Reference and Research, 5th grade: Main Idea/Purpose and Words and Phrases

Strengths for Math: 3rd Grade: Geometry, Data Analysis, 4th Grade: Data Analysis, 5th Grade: Geometry, Algebraic Thinking.

Weaknesses for Math: 3rd Grade: Algebraic thinking, Measurement, Number Sense 4th Grade: Measurement, Number Sense, Geometry, Algebraic Thinking 5th Grade: Measurement, Number Sense, Data Analysis

Weaknesses in Science: Across the board, students are deficient in all strands.

#### Instructional Calendar Development

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

The district created the IFCs in June 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September BAT 1 Test and again in December 2009 as determined by the disaggregated data results from the BAT 2 Test. A team of teachers was pulled together to develop a gap analysis to identify the resources and professional development needed for immediate implementation of the IFCs. Monitoring will be done through conducting classroom walk-throughs, data results analysis, data chats, team leader minutes, lesson plans and on-going assessments.

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

Reading: Main Idea/Purpose and Words and Phrases were the least proficient cluster and will be given priority focus.  
Writing: The least proficient strand was organization.  
Math: Number Sense was the least proficient strand and will be given priority focus.  
Science: Physical and Chemical Sciences and Earth and Space Science were the least proficient strands and will be given priority focus.

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

Once the FCAT scores were released, the administration determined the student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again. Homogeneous ability grouping through departmentalization with flexible student movement based on their ability will be implemented in grades 3-5.

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

Through team planning and thematic units using local newspaper and business printed material. Also, the use of career day planning and counseling with business stakeholders.

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?

Through instructional focus calendars/ benchmarks, team planning and spiral learning.

How are instructional focus lessons developed and delivered?

The instructional focus lessons were developed by the district and will be delivered by the content area teachers.

How will instructional focus lessons be revised and monitored?

Based on mini-benchmark assessments, BAT 1 & 2 data and FAIR results to meet students' needs.

## 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.

Ongoing formative assessments are Mini Assessments, FAIR Assessments, BAT I and 2, Trophies Assessments, Harcourt Assessments and writing prompts.

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

Assessments results will be used to determine if teachers need to Re-teach, Remediate and provide Enrichment. IFCs and focus lessons will be revised based on test results to meet the needs of students.

### Maintenance

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

Teachers will differentiate their instruction based on the results from ongoing assessments to provide effective instruction for all students. Enrichment and conferencing with students will take place.

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.

Team meetings, Data chat meetings with administration and student conferencing.

#### 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.

The principal's and Leadership Team's role as instructional leaders is to provide support through facilitating meetings and learning communities, providing staff development and monitoring data.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

Primary Reading (K-2)-Treasures (core), Triumphs (intervention), ALL and Foundations (intensive)  
Reading Intermediate- 3rd Grade- Treasures (core), Triumphs (intervention), Voyager, Phonics for Reading (intensive)  
4th and 5th Grades-Trophies(core), Triumphs/Moving Ahead, Fast Track, Elements of Vocabulary, Word Wisdom, QAR and Quick Reads (intervention), Voyager and Phonics for Reading (intensive)  
Mathematics (K-5)- Harcourt Mathematics  
Writing- BEEP IFCs (District approved writing lessons)  
Science- Harcourt Science (core) with Delta Science Kits

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

Through double dosing, center activities with prescribed paths, small group instruction, after school tutorials, computer assisted programs.

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

Through Data analysis, administrative and support staff walkthroughs, teacher request and needs assessments.

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

As a result of progress monitoring (assessment results, classroom performance, teacher observation, etc) students who consistently demonstrate academic difficulty and those who perform in the lowest 30th percentile will receive supplemental and intensive instruction/intervention. Students not meeting mastery will be eligible to attend our after school tutorials, Supplemental Educational Services and/or be assisted during the regular scheduled school day.

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

All personnel providing services to a student not making mastery will meet to discuss their progress and/or documentation of strategies and interventions that have been utilized. Any circumstance hindering the implementation of a strategy will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with different interventions.

#### Enrichment

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

By utilizing the enrichment components of the core programs. Project based learning is also incorporated into the curriculum as enrichment.

Describe how students are identified for enrichment strategies.

Based on the results from work samples, benchmark assessments, placement testing and FCAT scores students who demonstrate consistent proficiency are used to determine placement in to the higher achieving groups. Teacher recommendation is also taken into consideration. Parent and student conferences are conducted with the grade level team, instructional coach, and administration. The parent and student are counseled on the expectations for the student, as well as

the importance of continued parental support.

## 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)
3, 4, and 5 grade reading teachers, instructional coach, ESE teachers and ESOL teacher, K-2 teachers	Ertha Skinner-Hill	Weekly	Mondays 2:15-3:00p.m.	Participants will focus on analyzing the effectiveness of the Reading IFC calendars, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
3, 4, and 5 grade math teachers, instructional coach, ESE teachers and ESOL teacher, K-2 teachers	Damian Francis	Weekly	Mondays 2:15-3:00p.m.	Participants will focus on analyzing the effectiveness of the Math IFC calendars, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
3, 4, and 5 grade science teachers, instructional coach, ESE teachers and ESOL teacher, K-2 teachers	Wayne Lovett Rose Steele	Weekly	Mondays 2:15-3:00p.m.	Participants will focus on analyzing the effectiveness of the Science IFC calendars, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
3, 4, and 5 grade writing teachers, instructional coach, ESE teachers and ESOL teacher, K-2 teachers	Roy Ebanks	Weekly	Mondays 2:15-3:00p.m.	Participants will focus on analyzing the effectiveness of the Writing IFC calendars, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.

## 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  
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

## Pre-School Transition

Westwood Heights Elementary is committed to Early Childhood education and the successful transition of students from preschool to kindergarten. This is accomplished through a variety of measures. Westwood Heights Elementary houses three Head Start classes that provide services to 3 and 4 year olds. The Head start department works closely with the Kindergarten team to ensure a smooth transition.

During the Headstart year, parents are invited to monthly meetings that cover a wide variety of safety, nutrition, wellness and academic concerns. In addition, the school notifies Headstart students (who are registered at least 3 days before school begins) who their Headstart teacher will be. The Headstart staff sends invitations to parents for a "Meet and Greet" which is scheduled during the first month of the school year. At the Meet and Greet parents meet their child/children's teachers, explore their classrooms, tour the school and meet key support personnel.

## Postsecondary Transition

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	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?
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 58% of students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 65% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	The school will utilize Mini Assessments, FAIR Assessments, BAT 1 & 2, and Odyssey to monitor student progress.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Review Mini Assessments, FAIR Data Reports, Benchmark 1 and 2 and Odyssey Reports.	Mini Assessments, Printout of Fair Assessments, Benchmark 1 and 2 and Odyssey Reports
2	Follow the District approved Instructional Focus Calendar for Reading along with including Secondary benchmarks based on data.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Administration and Instructional Coach will monitor the implementation of the Instructional Focus through classroom walkthroughs and monthly data chats.	Mini Assessments, Printout of Fair Assessments, Benchmark 1 and 2 and Odyssey Reports
3	The school will implement AR (Accelerated Reading) and DEAR (Drop Everything and Read).	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Monitor & Review data and discuss data during monthly data chats.	AR (Accelerated Reading) Reports

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 64% of students achieved learning gains on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 71% of the students will achieve learning gains on the 2010 FCAT Reading Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Student conferencing will be implemented with all students following Mini Assessments, Benchmark 1 and 2.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Student profile sheets will be reviewed during walkthroughs and teachers will review assessment results and compare to reassessment results.	Review student profile sheets and evaluators will randomly ask students how they performed.
2	Special area teachers will explicitly infuse reading benchmarks.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Classroom walkthroughs by administration and Instructional Coach to ensure frequency of benchmarks being taught will be conducted.	Checklist

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Reading data 53% of Black students scored at or above Level 3.		Increase the percent of Blacks Scoring at or above a Level 3 from 53% to 62% on the 2010 FCAT Reading.		
	<b>Person Responsible</b>	<b>Process Used to</b>		

	<b>Action Step</b>	<b>for Monitoring the Action Step</b>	<b>Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Review instructional needs based on Mini Assessments, FAIR Assessments, Benchmark 1 and Trophies Placement Assessment.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Students will be monitored through Mini Assessments every 2 weeks, FAIR Assessments, Benchmark 1 and 2, Pre, Mid and End of Year Trophies Assessment.	Mini Assessments, Printout of FAIR Assessments, Benchmark 1 and 2, Pre, Mid and End of Year Trophies Assessment
2	Provide students not responding to core instruction with interventions, reteaching and enrichment to match students' needs.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Assess student progress using the Mini Assessments, FAIR Assessments and Benchmark 2.	Mini Assessments, FAIR Assessments and Benchmark 2
3	Reading push in and pull out support will be provided for students.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Classroom walkthroughs by Administration and Instructional Coach.	Checklist

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Reading data, 52% of Economically Disadvantaged Students scored at or above Level 3.		Increase the percent of Economically Disadvantaged Students Scoring at or above a Level 3 from 52% to 60% on the 2010 FCAT Reading.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Review instructional needs based on Mini Assessments, FAIR Assessments, Benchmark 1 and Trophies Placement Assessment.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Students will be monitored through Mini Assessments every 2 weeks, FAIR Assessments, Benchmark 1 and 2, Pre, Mid and End of Year Trophies Assessment.	Mini Assessments, Printout of FAIR Assessments, Benchmark 1 and 2, Pre, Mid and End of Year Trophies Assessment
2	Provide students not responding to core instruction with interventions, reteaching and enrichment to match students' needs.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Assess student progress using the Mini Assessments, FAIR Assessments and Benchmark 2.	Mini Assessments, FAIR Assessments and Benchmark 2
3	Reading push in and pull out support will be provided for students.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Classroom walkthroughs by administration and Instructional Coach.	Checklist

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Reading data, 43% of English Language Learners (ELL) scored at or above Level 3.		Increase the percent of English Language Learners (ELL) Scoring at or above a Level 3 from 43% to 50% on the 2010 FCAT Reading.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Review instructional needs based on Mini Assessments, FAIR Assessments, Benchmark 1 and Trophies Placement Assessment and alternative assessments.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill France Alcena	Students will be monitored through Mini Assessments every 2 weeks, Fair Assessments, Benchmark 1 and 2, Pre, Mid and End of Year Trophies Assessment and ongoing alternative assessments.	Mini Assessments, Printout of FAIR Assessments, Benchmark 1 and 2, Pre, Mid and End of Year Trophies Assessment and ongoing alternative assessment results
2	Provide instruction through a Sheltered Instruction Program. Teachers will differentiate instruction through content, process and products.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill France Alcena	Assess student progress using the Mini Assessments, FAIR Assessments, Benchmark 2, and alternative assessments such as Portfolios and Observation/ Anecdotal.	Mini Assessments, Fair Assessments, Benchmark 2 and alternative assessment instruments.
3	Reading push in and pull out support will be provided for students.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill Alcena France	Classroom walkthroughs by administration and Instructional Coach.	Checklist
4	Former ELLs (LF) will be monitored for two years though ongoing assessments.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill Alcena France	Classroom walkthroughs and review data from ongoing assessments.	Mini Assessments, Printout of FAIR Assessments, Benchmark 1 and 2, Pre, Mid and End of Year

				Trophies Assessment and alternative assessment results
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Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
Based on the 2009 FCAT Reading data 55% of the lowest 25% made learning gains on the 2009 administration of the FCAT Reading Test.	In grades 3-5, 62% of the lowest 25% will make learning gains in reading on the 2010 FCAT Reading Test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will utilize Mini Assessments, FAIR Data, Benchmark Assessments, Odyssey, Journals, and Student Portfolios to monitor student progress.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Review results from Mini Assessments, FAIR Data, Benchmark Assessments, Odyssey, Journals, and Student Portfolios	Mini Assessments, FAIR Data, Benchmark Assessments, Odyssey, Journals, and Student Portfolios
2	Follow the District approved Instructional Focus Calendar for Reading along with including the Secondary benchmarks.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill	Administration and Instructional Coach will monitor the implementation of the Instructional Focus through classroom walkthroughs and monthly data chats.	Mini Assessments, FAIR Data, Benchmark Assessments, Odyssey, Journals, and Student Portfolios

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 65% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	The teacher will teach the focus skill as outlined in the Instructional Focus Calendar.	Ertha Skinner-Hill	August 2009 - May 2009	Classroom Visits Lesson Plans	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill
In grades 3-5, 65% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Elements of Vocabulary	District Coach	September 2009	Classroom Walkthroughs	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill

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

N/A

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Treasures Comprehensive Reading Program	District Funds	\$0.00
Word Wisdom	School Budget	\$1,500.00
Voyager	School Budget	\$12,382.92
		<b>Total: \$13,882.92</b>
Technology		
Description of Resources	Funding Source	Available Amount
AR (Accelerated Reading) STAR	School Budget	\$2,923.50
		<b>Total: \$2,923.50</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount

Buckle Down Reading	School Budget	\$1,349.67
FCAT Coach Jumpstart	School Budget	\$1,236.90
CARS 1 and CARS 2	School Budget	\$3,667.00
STARS	School Budget	\$3,667.00
		<b>Total: \$9,920.57</b>
		<b>Final Total: \$26,726.99</b>

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	
In grades 3-5, 54% of the students achieved mastery on the 2009 administration of the FCAT Math Test.			In grades 3-5, 60% of the students will achieve mastery for the math on the 2010 FCAT Math Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will utilize Mini Assessments, BAT 1 & 2, and Odyssey to monitor student progress.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Review Mini Assessments, Benchmark 1 and 2, Odyssey Reports.	Mini Assessments, Benchmark 1 & 2 and Odyssey
2	Follow the district approved Instructional Focus Calendar along with including Secondary benchmarks based on data.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Administration and Instructional Coach will monitor the implementation of the Instructional Focus through classroom walkthroughs and monthly data chats.	Mini Assessments, Benchmark 1 and 2, and Chapter Tests Odyssey
3	The school will implement Accelerated Math	Gwendolyn Burney Lydia Knighton Endurance Ngbeken Violeta Lup	Monitor, review and discuss data during monthly data chats.	Accelerated Math Reports

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-5, 55% of students achieved learning gains on the 2009 administration of the FCAT Math Test.			In grades 3-5, 62% of the students will achieve learning gains on the 2010 FCAT Math Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student conferencing will be implemented with all students following Mini Assessments, Benchmark 1 and 2.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken Marjorie Campbell Damian Francis Karen White Spencer Butler Rose Dorsainville Ivanio Campbell Cheryl Charles	Student profile sheets will be reviewed during walkthroughs and teachers will review assessment results and compare to reassessment results.	Common assessments tied to Next Generation Math Standards, Harcourt weekly assessments and Student profile sheets
2	Special area teachers will explicitly infuse math benchmarks.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Classroom walkthroughs by administration and Instructional Coach to ensure frequency of benchmarks being taught will be conducted.	Checklist

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>			<b>Objective Linked to Area of Improvement</b>	
Based on the 2009 FCAT Math data 52% of Black students scored at or above Level 3.			Increase the percent of Blacks Scoring at or above a Level 3 from 52% to 60% on the 2010 FCAT Math.	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Review instructional needs based on Mini Assessments, Benchmark 1 and Harcourt Inventory Assessment.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Students will be monitored through Mini Assessments every 2 weeks, Benchmark 1 and 2, Harcourt Chapter Assessments, and Learning Center products.	Mini Assessments, Benchmark 1 and 2, Harcourt Chapter Assessments Products from Learning Centers
2	Provide students not responding to core instruction with interventions, reteaching and enrichment to match students' needs.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Assess student progress using the Mini Assessments, Benchmark 2, Teacher observations, Portfolios, and homework.	Mini Assessments, Benchmark 2, Anecdotal, Student work samples
3	Math push in support will be provided for students.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Classroom walkthroughs by Administration and Instructional Coach.	Checklist

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>			<b>Objective Linked to Area of Improvement</b>	
Based on the 2009 FCAT Math data, 52% of Economically Disadvantaged Students scored at or above Level 3.			Increase the percent of Economically Disadvantaged Students Scoring at or above a Level 3 from 52% to 60% on the 2010 FCAT Math.	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Review instructional needs based on Mini Assessments, Benchmark 1 and Harcourt Inventory Assessment.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Students will be monitored through Mini Assessments every 2 weeks, Benchmark 1 and 2, Harcourt Chapter Assessments, Observations, Portfolios, and homework.	Mini Assessments, Benchmark 1 and 2, Harcourt Chapter Assessments, Anecdotal and Work samples
2	Provide students not responding to core instruction with interventions, reteaching and enrichment to match students' needs.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Assess student progress using the Mini Assessments, Benchmark 2, Teacher observations, Portfolios, and Learning Center activities.	Mini Assessments, Benchmark 2, Anecdotal and Work samples
3	Math push in support and the use of online resources will be provided for students.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Classroom walkthroughs by Administration and Instructional Coach.	Checklist Anecdotal

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>			<b>Objective Linked to Area of Improvement</b>	
In grades 3-5 43% of ELL Students achieved mastery on the 2009 administration of the FCAT Math Test.			Increase the percent of ELL Students scoring at or above a Level 3 from 43% to 53% on the 2010 FCAT Math Test.	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Review instructional needs based on Mini Assessments, Benchmark 1, Harcourt Inventory Assessment and alternative assessments.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Students will be monitored through Mini Assessments every 2 weeks, Benchmark 1 and 2, Harcourt Chapter Assessments and ongoing alternative assessments.	Mini Assessments, Benchmark 1 and 2, Harcourt Chapter Assessments, Checklist, alternative assessments
2	Provide instruction through a Sheltered Instruction Program. Teachers will differentiate instruction through content, process and products.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Assess student progress using the Mini Assessments, Benchmark 2, and alternative assessments such as Portfolios and Observations.	Mini Assessments, Benchmark 2, work samples, alternative assessments
3	Math push in support and the use of BEEP resources will be provided for students.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Classroom walkthroughs by Administration and Instructional Coach.	Checklist

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data 65% of the lowest 25% made learning gains on the 2009 administration of the FCAT Math Test.		In grades 3-5, 72% of the lowest 25% will make learning gains in math on the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will utilize Mini Assessments, Harcourt Inventory Assessment, Benchmark Assessments, Odyssey, Journals, and Student Portfolios to monitor student progress.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Review results from Mini Assessments, Harcourt Inventory Assessment, Benchmark Assessments, Odyssey reports, Journals and Student Portfolios.	Mini Assessments, Harcourt Inventory Assessment, Benchmark 1 and 2, Odyssey Reports, Journals and Student Portfolios
2	Follow the District approved Instructional Focus Calendar for Math along with including the Secondary benchmarks based on data.	Gwendolyn Burney Lydia Knighton Endurance Ngbeken	Administration and Math Coach will monitor the implementation of the Instructional Focus Calendar through classroom walkthroughs and monthly data chats.	Mini Assessments, Harcourt Chapter Tests, Benchmark 1 and 2, Odyssey Reports, Journals and Student Portfolios

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 60% of the students will achieve mastery for the math on the 2010 FCAT Math Test.	The teacher will incorporate Math Big Ideas.	District	October 2009 - January 2009	Classroom Walkthroughs	Gwendolyn Burney Lydia Knighton Endurance Ngbeken
In grades 3-5, 60% of the students will achieve mastery for the math on the 2010 FCAT Math Test.	The teacher will follow the District approved Instructional Focus and incorporate strategies.	Endurance Ngbeken	September 2009 - May 2009	Classroom Walkthroughs	Gwendolyn Burney Lydia Knighton Endurance Ngbeken Damian Francis Roy Ebanks Germaine Odom

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Basal	School Budget	\$0.00
Calendar Math	School Budget	\$670.50
		<b>Total: \$670.50</b>
Technology		
Description of Resources	Funding Source	Available Amount
Beep, Odyssey, FCAT Explorer	District Budget	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for Professional Development	School Budget	\$10,000.00
		<b>Total: \$10,000.00</b>
Other		
Description of Resources	Funding Source	Available Amount
AR Math	School Budget	\$6,990.00
FCAT Coach Jumpstart- Mathematics	School Budget	\$1,236.00
Buckle Down Math	School Budget	\$1,349.67
Classroom Magazine-DynaMath	School Budget	\$838.30

## 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		
Based on 2009 FCAT Science data, 16% of the students achieved level 3 or above.		Given instruction, based on the Sunshine State Standards, 26% of students will score at level 3 or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize hands-on laboratory experiments three times per week using the 5E model science model and science stations.	Gwendolyn Burney Lydia Knighton Wayne Lovett Marjorie Campbell Gloria Mejia Karen White Rose Dorsainville Rose Steele Ivanio Campbell Germaine Odom	The created lab schedule will be implemented with fidelity and monitored by the Principal, Science Coach and Science Teachers.	Improvement on the science mini-benchmark assessments.
2	Use resources such as BEEP, science kits, Harcourt textbook, center activities, and real world science experiences.	Gwendolyn Burney Lydia Knighton Wayne Lovett Marjorie Campbell Gloria Mejia Karen White Rose Dorsainville Rose Steele Ivanio Campbell Germaine Odom	Teachers will expand content knowledge by using district supported materials with students. Response journaling will be required and monitored by the Science Coach, Science Teacher and Principal.	Improvement on the science mini-benchmarks assessments, hands-on activities and student work samples.
3	Students will complete hands-on activities weekly using journals to report observations noted during hands-on investigations.	Gwendolyn Burney Lydia Knighton Wayne Lovett Marjorie Campbell Gloria Mejia Karen White Rose Dorsainville Rose Steele Ivanio Campbell Germaine Odom	Grade-level Science teachers will review journals and results of mini benchmark data every 4 weeks to determine progress toward benchmark (60% on common assessment).	Common assessments tied to Florida Science Standards, observations

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction, based on the Sunshine State Standards, 26% of students will score at level 3 or above on the 2010 FCAT Science Assessment.	Big Ideas Science Content	District Trainers	September 2009 - April 2009	Classroom Walk Through Tool and Data Chats to ensure that data trends are being discussed and instructional focus is being adjusted if needed	Administration, Science Teachers and Team Leaders

### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Scholastic News- Super Science	School Budget	\$349.50
		<b>Total: \$349.50</b>

Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for Professional Development	School Budget, Title 1	\$20,000.00
<b>Total: \$20,000.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
Materials and supplies for hands-on activities	School Budget	\$40,000.00
Buckle Down Science	School Budget	\$449.89
Florida Coach- Science	School Budget	\$988.90
<b>Total: \$41,438.79</b>		
<b>Final Total: \$61,788.29</b>		

*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		
On the 2009 administration of the FCAT Writing Test, 90% of the students in 4th grade scored level 3.5 or above in writing.		On the 2010 administration of the FCAT Writing Test, 91% of the 4th grade students will achieve an average of 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use the writing process daily; weekly writing samples will be dated including a sample during the first week of school and recorded in a folder for monitoring of growth across time.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill Marjorie Campbell Christine Polk Margarita Johnson-Beckford Rose Dorsainville Roy Ebanks Erica Burrows Ivanio Campbell Jacqueline Foster	A spreadsheet will be developed and updated on a weekly and/or monthly basis of all students' writing scores for the principal to monitor. Conferencing and editing with students will be ongoing.	Progress between monthly prompts.
2	BEEP lessons will be taught on a daily basis and students will have the opportunity to practice writing.	Gwendolyn Burney Lydia Knighton Ertha Skinner-Hill Marjorie Campbell Christine Polk Margarita Johnson-Beckford Rose Dorsainville Roy Ebanks Erica Burrows Ivanio Campbell Jacqueline Foster	Writing teachers will monitor students use of the writing process through observations and conferencing.	Progress between monthly writing prompts.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
					Gwendolyn Burney Lydia Knighton

On the 2010 administration of the FCAT Writing Test, 95% of the 4th grade students will achieve an average of 3.5 or above.	Teaching the use of the writing process.	District Facilitators	September 2009 - April 2009	Monitor student writing portfolios, notebooks or journals. The students will use red pens or highlighters to make revisions and edit so that their self-correcting behavior can be easily monitored.	Ertha Skinner-Hill Marjorie Campbell Christine Polk Margarita Johnson-Beckford Rose Dorsainville Roy Ebanks Erica Burrows Ivanio Campbell Jacqueline Foster
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**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for Professional Development	School Budget	\$20,000.00
<b>Total: \$20,000.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$20,000.00</b>		

*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		
Attendance logs for Open House in 2008-2009 indicate only 56% of parents participated.		Increase parent participation at Open House to 75% of students' parents.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event in using multiple methods and in students' home language.	Gwendolyn Burney Lydia Knighton Jona Brown	Collect attendance logs in each classroom	Maintain attendance logs in each classroom
2	Schedule high parent interest whole school event during evening to induce greater participation.	Gwendolyn Burney Lydia Knighton Jona Brown	Collect feedback surveys from parents	Parent Surveys

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sign-in sheets from Parent Workshops during 2008-2009 indicate only 44% of students' parents attended at least one parent workshop.		Increase parent participation at parent workshops to 50% of students' parents.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Survey parents to determine high interest topics and best days and times for workshops.	Principal and Parent Liaison	Collect sign-in sheets and participant feedback for each workshop	Sign-in Sheets and Workshop Evaluations
2	Selecting diverse locations within the community	Principal and Parent Liaison	Collect sign-in sheets and participant feedback for each workshop	Sign-in Sheets and Workshop Evaluations
3	Providing "Student Performances" for parents in attendance	Principal and Parent Liaison	Collect sign-in sheets and participant feedback for each workshop	Sign-in Sheets and Workshop Evaluations

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation at parent workshops to 50% of students' parents.	The Staff members will attend Title 1 MegaSkills training.	District Trainer	October 2009	Staff members will use strategies to increase parental participation.	Gwendolyn Burney Lydia Knighton

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
Stamps	Accountability Funds	\$500.00
<b>Total: \$500.00</b>		
<b>Final Total: \$500.00</b>		

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	Treasures Comprehensive Reading Program	District Funds	\$0.00
Reading	Word Wisdom	School Budget	\$1,500.00
Reading	Voyager	School Budget	\$12,382.92
Mathematics	Harcourt Basal	School Budget	\$0.00
Mathematics	Calendar Math	School Budget	\$670.50
Science	Scholastic News- Super Science	School Budget	\$349.50
			<b>Total: \$14,902.92</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	AR (Accelerated Reading) STAR	School Budget	\$2,923.50
Mathematics	Beep, Odyssey, FCAT Explorer	District Budget	\$0.00
			<b>Total: \$2,923.50</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Substitute teachers to provide temporary coverage for Professional Development	School Budget	\$10,000.00
Writing	Substitute teachers to provide temporary coverage for Professional Development	School Budget	\$20,000.00
Science	Substitute teachers to provide temporary coverage for Professional Development	School Budget, Title 1	\$20,000.00
			<b>Total: \$50,000.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Buckle Down Reading	School Budget	\$1,349.67
Reading	FCAT Coach Jumpstart	School Budget	\$1,236.90
Reading	CARS 1 and CARS 2	School Budget	\$3,667.00
Reading	STARS	School Budget	\$3,667.00
Mathematics	AR Math	School Budget	\$6,990.00
Mathematics	FCAT Coach Jumpstart- Mathematics	School Budget	\$1,236.00
Mathematics	Buckle Down Math	School Budget	\$1,349.67
Mathematics	Classroom Magazine-DynaMath	School Budget	\$838.30
Science	Materials and supplies for hands-on activities	School Budget	\$40,000.00
Science	Buckle Down Science	School Budget	\$449.89
Science	Florida Coach- Science	School Budget	\$988.90
Parental Involvement	Stamps	Accountability Funds	\$500.00
			<b>Total: \$62,273.33</b>
			<b>Final Total: \$130,099.75</b>

## 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
Student Recognition/Incentives	1000

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

The Westwood Heights School Advisory Council is the sole body responsible for final decision-making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S. The School Advisory Council functions include:

1. To facilitate the development of the School Improvement Plan
2. To monitor implementation of the School Improvement Plan
3. To evaluate the effectiveness of the School Improvement Plan
4. To provide assistance in the preparation of the school's budget
5. To make recommendations as to the alignment of instructional staffing and instructional materials to support the School Improvement Plan

The utilization of school improvement funds is used for programs and projects to enhance school performance through the implementation of the SIP. School based decisions concerning the distribution of School Recognition Funds will be the responsibility of the SAC in accordance with the procedures established by the district. The School Advisory Council chairperson oversees the school improvement process and facilitates the monthly School Advisory meetings. A member of the School Advisory Council (SAC) is appointed to chair a committee for each academic area as well as other areas of need (i.e., parent involvement, student behavior, etc.). Each committee is comprised of SAC members (including parents and members of the community), as well as members of the faculty who have expertise in the specific area. These committees develop School Improvement objectives, including strategies and recommendations for staff development and budget. Once the plan is approved, it is shared with all members of the faculty and staff as well as parents and community members. The plan will be posted on the school's web site after it is Board Approved. During the year the SAC committees oversee the implementation of the action steps and monitor data.

#### SAC Members

##### Members

- 1) Gwendolyn Burney, Principal
- 2) Nelsha Powell, SAC Chair
- 3) Carlotta Coffie, Teacher
- 4) Jessica Tarver, Business Member
- 5) Michelete Paul, Parent
- 6) Edgard Eugene, Parent
- 7) Nicole Eugene, Parent
- 8) Lisa Butler, Parent
- 9) Jean Phillipe, Parent
- 10) Joseph Brevil, Parent
- 11) Sonya Robinson, Parent
- 12) Corey D. Wilson, Community Member
- 13) Ann Miles, School Support Personnel
- 14) Germaine Odom, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTWOOD HEIGHTS ELEMENTARY SCHOOL 0631											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 329 Math: 329		2008-2009 School Grade <sup>1</sup> : C		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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	
TOTAL <sup>4</sup>	98	Y	98	Y	54	N	53	N	90	Y			NA	57	46	NA	44	47	NA	63	NA	53	NA		
WHITE		NA		NA		NA		NA		NA			NA		NA		NA		NA						
BLACK	99	Y	99	Y	53	N	52	N	94	91	Y		NA	58	47	NA	44	48	NA	63	NA	52	NA		
HISPANIC		NA		NA		NA		NA		NA			NA		NA		NA		NA						
ASIAN		NA		NA		NA		NA		NA			NA		NA		NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA			NA		NA		NA		NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	52	N	52	N	89	N			NA	61	48	NA	44	48	NA	62	NA	52	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	43	N	43	N					NA		57	NA		57	NA	57	NA	53	NA		
STUDENTS WITH DISABILITIES	94	N	94	N		NA		NA					NA						NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTWOOD HEIGHTS ELEMENTARY SCHOOL 0631											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 318 Math: 318		2007-2008 School Grade <sup>1</sup> : C		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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	
TOTAL <sup>4</sup>	99	Y	99	Y	43	N	56	N	91	Y			NA	54	57	N	42	44	N	54	N	56	N		
WHITE		NA		NA		NA		NA		NA			NA		NA		NA		NA						
BLACK	99	Y	99	Y	42	N	56	N	92	94	Y		NA	56	58	N	43	44	N	54	N	56	N		
HISPANIC		NA		NA		NA		NA		NA			NA		NA		NA		NA						
ASIAN		NA		NA		NA		NA		NA			NA		NA		NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA			NA		NA		NA		NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	39	N	56	N	91	Y			NA	56	61	N	42	44	N	53	N	56	N		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA		NA			NA		NA		NA		NA						
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA		NA			NA		NA		NA		NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTWOOD HEIGHTS ELEMENTARY SCHOOL 0631											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 344 Math: 344		2006-2007 School Grade <sup>1</sup> : C		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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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	
TOTAL <sup>4</sup>	99	Y	99	Y	46	N	58	Y	94	91	Y		NA	61	55	N	48	42	NA	47	N	57	NA		
WHITE		NA		NA		NA		NA		NA			NA		NA		NA		NA						
BLACK	99	Y	99	Y	44	N	57	Y	92	Y			NA	61	55	N	48	43	NA	45	N	57	NA		
HISPANIC		NA		NA		NA		NA		NA			NA		NA		NA		NA						
ASIAN		NA		NA		NA		NA		NA			NA		NA		NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA			NA		NA		NA		NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	44	N	58	Y	92	91	Y		NA	61	55	N	47	42	NA	45	N	55	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	24	N	50	N					NA	56	80	N	50	50	N	29	N	51	N		
STUDENTS WITH DISABILITIES	95	Y	95	Y		NA		NA		NA			NA		NA		NA		NA						

## SCHOOL GRADE DATA

Broward School District WESTWOOD HEIGHTS ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	58%	54%	90%	16%	218	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	64%	55%			119	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	55% (YES)	65% (YES)			120	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					457	
Percent Tested = 98%						Percent of eligible students tested
<b>School Grade</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District WESTWOOD HEIGHTS ELEMENTARY SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	44%	61%	86%	20%	211	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	57%	60%			117	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	57% (YES)	72% (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					457	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District WESTWOOD HEIGHTS ELEMENTARY SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	48%	60%	79%	19%	206	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	55%	59%			114	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	54% (YES)	69% (YES)			123	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					443	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested