

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: WESTGLADES MIDDLE SCHOOL

District Name: Broward

Principal: Jack Vesey

SAC Chair: Julie Winninger and Veronica Jarocki

Superintendent: Mr. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-27-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32395

Dr. Frances Haithcock, Chance
K-12 Public Schools
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325 West Gaines Street
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VISION and MISSION STATEMENTS

Westglades Middle School is dedicated to providing students with innovative educational programs, infused with technology in a safe, secure environment to ensure success for all.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Westglades Middle is located in northwest Broward County in the city of Parkland, FL. Students in grades six through eighth attend classes in the school, which opened in 2002. Our 08-09 population 1576 total students:

Unique School Strengths for Next Year

Faculty and staff are on the path to being experts in retrieving and analyzing their data from Virtual Counselor. Administration has quarterly Data Chats with their grade levels.

Unique School Weaknesses for Next Year

We are in the implementation stage of our monitoring component. In the past we "expected" a great deal and our staff and students rose to the occasion. That accomplishment was achieved without the Leadership team consistently "inspecting what we expected". Our ESE Support Model is under review this year. Again, a successful model, but with not making AYP in the ESE subgroup it is time to review and possibly revamp that model.

Student Demographics

47% female, 52% male, 70% white, 12% Black, 10.7% Hispanic, 3.8% Asian, .05 Native American, and 2.6% Multi-Racial. The total student population includes: 1.84% ELL students, 9.96% ESE students and 11.8% of the students receive Free or Reduced Price Meals.

Student Attendance Rates

Our attendance rate is 94% and the average for middle school is 93%.

Student Mobility

Our student mobility rate is 7.6%.

Student Suspension Rates

Our in-school suspension rate is 8.2% and out of school is 2.2%.

Student Retention Rates

Our retention for 2008 was 1.5%. There was no percentage listed for 2009.

Class Size

Academic Performance of Feeder Pattern

Park Trails Elementary - A School Grade AYP Status: No
 Riverglades Elementary – A School Grade AYP Status: Yes

Partnerships and Grants

Study Zone, All-County Music, Wheelabrator, Wyndam Learning Center, and Gilly Vending

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	Jack Vesey	Master's Degree, Administration and Supervision Bachelor's Degree, Music Educatio	1	12	2008-09: Cypress Run Grade: alternative grading Reading Mastery: NA Math Mastery: NA Writing Mastery: NA Science Mastery: NA 2007-08: Cypress Run Grade: alternative grading Reading Mastery: NA Math Mastery: NA Writing Mastery: NA Science Mastery: NA 2006-07: Cypress Run Grade: alternative grading Reading Mastery: NA Math Mastery: NA Writing Mastery: NA Science Mastery: NA 2005-06: Cypress Run Grade: alternative grading Reading Mastery: NA Math Mastery: NA Writing Mastery: NA Science Mastery: NA 2004-05: Norcrest Elementary Grade: A Reading Mastery: 66% Math Mastery: 63% Writing Mastery: 82% 2003-04: Norcrest Elementary Grade: B Reading Mastery: 63% Math Mastery: 60% Writing Mastery: 78% 2002-03: Norcrest Elementary Grade: A Reading Mastery: 65% Math Mastery: 59% Writing Mastery: 83% 2001-02: Norcrest Elementary Grade: C Reading Mastery: 53% Math Mastery: 50% Writing Mastery: 66%
		B.A, M.Ed, Ed.s/			Westglades Middle School 2006-2009 A school grade FCAT Data 06-07 Reading – 84% Math – 87% Science – 63% Writing – 95% AYP

Assis Principal	Felice Winston	English 5-9, 6-12, ESOL, Ed. Leadership	3	3	07-08 Reading – 83% Math – 86% Science – 63% Writing – 95% AYP 08-09 Reading -88% Math – 89% Science - 67% Writing – 97% AYP - No
Assis Principal	Karleen Thompson	B.S, M.Ed/ Science 5-9, ESOL, Ed. Leadership	7	1	Westglades Middle School 2008-2009 A school grade 08-09 Reading -88% Math – 89% Science - 67% Writing – 97% AYP - No
Assis Principal	Thomas Redshaw	BS and M.Ed Ed. Leadership, K-12Emotionally Handicapped, K- 12 Specific Learning Disabilities	15	8	Westglades Middle School 2002-2009 School Grade - A 06-07 Reading – 84% Math – 87% Science – 63% Writing – 95% AYP 07-08 Reading – 83% Math – 86% Science – 63% Writing – 95% AYP 08-09 Reading -88% Math – 89% Science - 67% Writing – 97% AYP - No

* 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	Susan Darville-Zuk	Elementary Ed 1-6 ESOL Endorsement Reading Endorsement	7	5	06-07 Reading – 84% Math – 87% Science – 63% Writing – 95% AYP 07-08 Reading – 83% Math – 86% Science – 63% Writing – 95% AYP 08-09 Reading -88% Math – 89% Science - 67% Writing – 97% AYP - No

* 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)
1. Each new teacher is assigned a NESS mentor	NESS Coordinator	Ongoing	
2. Bimonthly grade level meetings with Assistant Principals	Assistant Principals	Ongoing	
3. Weekly Department Dialogues with Department chairpersons	Department Chairs and Principal	Ongoing	

Non-Highly Qualified Instructors

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

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
84	0	52	48	0	36	100	10	24	80

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Susan Darville-Zuk	Marsha Mayer	Mrs. Mayer has a good sense of creativity, however, her lessons tend not to follow district and state Reading standards. Her decreased classroom management has led to several parent inquiries and incidents with students.	Lesson Planning Implementing IFC Parent Communication
Jack Vesey	Fred Schmidt	Though a veteran band director, Mr. Schmidt has had a few setbacks in previous years that have caused his classroom effectiveness to decline.	Organization Parent communication Curriculum implementation
Jack Vesey	Rachel VonHagen	Ms. VonHagen has had several meetings in regards to her school attendance, leaving school, and arriving to work late.	Attendance

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal, Assistant Principals, ESE Specialist, Guidance Counselors, ESOL Coordinator, ESE Support Facilitator, School Psychologist, and School Social Worker

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

Team meets every Tuesday to discuss specific students and behavioral/academic questions

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

The RtI team met with SAC chairs and Principal to develop the SIP

RtI Implementation

Describe the data management system used to summarize tiered data.

Team will use Excel to track students , interventions and progress throughout the year.

Describe the plan to train staff on RtI.

We will utilize our staff development model (Monday/Thursday 8:15-8:45 am) to train teachers and staff.

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: (Reading) 6th- 85% of students scored a level 3 or above; 7th grade- 88% scored a level 3 or above and 79% of the 8th grade students scored level 3 or above. All grade levels improved by at least 4 points. 7th grade improved by 6 points.

(Math) 87% of 7th grade students were level 3 or above and 89% of our 8th grade students were level 3 or above.

(Writing) 95% of the 8th grade students scored a 3.5 or above.

(Science) 64% were level 3 or above, the district percentage was 49%.

Weaknesses: The performance of the 6th grade average group was significantly lower than the other sections (42% learning gains). 6th grade dropped one point from a 79 to 78% of students scoring a level 3 or above. Our weak clusters are as follows: Science – Earth Space Science, Math- Measurement, Geometry, Algebraic Thinking, and Number Sense, and Reading – Comparisons, Reference and Research, and Main Idea/Purpose.

Instructional Calendar Development

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

In July 2009, the Leadership team and the Departments Chairs met to review the SBBC IFC's. After reviewing the existing IFC's and our data, we constructed our IFC. During preplanning week, the Department Chairs presented the calendars to their departments for review and revision. The IFC were implemented in August 2009. They will be monitored through administrative Classroom Walk-Throughs and monthly lesson plan checks. After the BAT results are published, they will be revised.

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

Reading: reference and research, main idea, compare and contrast
Math: Number sense, algebraic thinking, measurement, and geometry
Science: Earth Space Science
Writing: Six traits and expository essays

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

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class/level again.

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

Our students have 2 electives each day. Through the Related Arts, PE, and Business choices, our students are given several examples every day of the relevance between school to work.

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?

Student course cards are sent through 3 cycles of selection: teacher, parent, and student. Our students have 2 electives starting in the 7th grade. Our electives vary from PE to Musical Theatre. Each one offers enrichment to our core curriculum courses' real world examples and career planning. Additionally the district has implemented the EPep software to assist students in career planning for high school and beyond.

DO

Direct the Instructional Focus

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

This alignment is accomplished through a spiraling curriculum, which is accomplished through vertical and horizontal teaming/grade level planning. Whenever possible pure teaming allows collaboration across disciplines.

How are instructional focus lessons developed and delivered?

After analyzing FCAT and other pertinent data, each department will take their IFC and develop a plan of implementation for the year. The lessons are structured on a weekly lesson template, which focuses on individual student strengths and weaknesses.

How will instructional focus lessons be revised and monitored?

As the teachers progress through the year, they will have the opportunity to discuss their on-going assessment data and the strengths and weaknesses of the IFC during their weekly Department Dialogue on Tuesday mornings.

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.

We will be using teacher made tests, District mini-assessments and the Benchmark Assessment Test. Reading teachers also administer the DAR and FORF.

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

Students who score a 60% or below are considered not reaching mastery.

Maintenance

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

Before a strand is taught a pre-test is administered to assess how many students need to remediate that strand. After the strand is taught, a post assessment is given to determine the level of mastery.

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.

Every Wednesday the teams meet to discuss data, behaviors and strategies to improve student achievement. On Monday, the grade levels meet to review grade level trends in data. After the data is reviewed in the grade level, each teacher takes their data back to the teams for more in-depth analysis (class by class and student by student). Each team then remediates and enriches based upon the data. Each subject area is using the district mini-assessments as well as teacher made tests. Follow-up is done by the Leadership Team to further monitor the data and adjustments to curriculum.

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 Assistant Principals and Principal will meet with various teams weekly to ensure that the data analysis is a continuous

process. CWT trend data will be shared with the faculty.

ACT

Supplemental and Intensive Instruction/Interventions

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

Our Level 1 and 2 students are in Intensive Reading classes.

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

Our Reading and Math teachers utilize Compass Odyssey to remediate. Reading teachers also use TeenBiz. All teachers use BEEP lessons, small group instruction, and FCAT Explorer.

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

In the summer, the Leadership team reviews the school's test data and builds a staff development model. The staff development needs assessment is administered during pre-planning week.

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

Level 1 and 2

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

Teacher made tests, DAR, FORF, District Mini-Assessments, and the BAT

Enrichment

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

The enrichment models vary by subject areas and by the number of students who need to be enriched. If it is a small number of students, then a supplemental assignment or activity will be assigned. If it is a larger number then cooperative groups, Socratic seminars, web quests, peer tutoring...etc will be implemented. Our master schedule includes a large number of advanced, gifted and high school credit course (Geometry, Algebra, Spanish I and II).

Describe how students are identified for enrichment strategies.

Students who score 75% or higher on the mini-assessments are placed into the teachers enrichment models.

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)
6-8 Math teachers and assigned Assistant Principal	Math Department Chairs	Weekly	Tuesday and Thursday	IFC, staff development, formal and alternative assessments, and differentiated instruction
6-8 Elective teachers and assigned Assistant Principal	Elective Department Chair	Weekly	Tuesday and Thursday	IFC, staff development, formal and alternative assessments, and differentiated instruction
6-8 Reading/Language Arts teachers and assigned Assistant Principal	Reading/Language Arts Department Chair	Weekly	Tuesday and Thursday	IFC, staff development, formal and alternative assessments, and differentiated instruction
6-8 Social Studies teachers and assigned Assistant Principal	Social Studies Department Chair	Weekly	Tuesday and Thursday	IFC, staff development, formal and alternative assessments, and differentiated instruction
6-8 ESE teachers, Support	ESE Specialist	Weekly	Tuesday and Thursday	IFC, staff development, formal and alternative assessments, and

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No 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

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>
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 Reading FCAT, 88% scored level 3 or above.		By 2010, 90% of the students in grades 6-8 will score a level 3 or above on the FCAT Reading test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Social Studies teachers will utilize High Order Questions in their daily plans and use the Reading strands/question stems as a basis for their daily warm-ups	1. Reading Coach, Social Studies Department chair, and Assistant Principal	1. Lesson plans will be reviewed during CWT's and the plans will be submitted to the Assistant Principal	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order question
2	2. Level 3 or higher in advanced Reading class	2. Reading Coach and Principal	2. Reading teachers and Department Chairs	2. Fluency checks and mini-assessments
3	Utilize an IFC in Reading and Language Arts classes	Reading Coach and Principal	Lesson plans will be reviewed during CWT's and plans will be submitted to the Assistant Principal.	BAT Data and Mini-Assessments
4	ESE Support Facilitators will conduct staff development training on SWD instructional strategies	Principal, Assistant Principals, and Department chairs	After training, teachers will complete a follow-up activity which will be submitted to the ESE Facilitators	District Reading Mini-Assessment Data
5	Scheduling for ELL students will be done according to the K-12 ESOL Plan	Master Scheduler and Principal	After the 10 day count, each class is reviewed by the DPC, Master Scheduler and the Principal to ensure that each student is placed according to District guidelines.	ETS Reports

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 Reading FCAT, 73% of the students achieved learning gains.		By 2010, 76% of the 6-8 students will show learning gains on the FCAT Reading test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Social Studies teachers will utilize Reading strategies in daily lessons and use FCAT question stems on assessments	Principal, Reading Coach, Social Studies Department Chair, and Assistant Principals	Social Studies teachers will use staff development model to enhance instructional strategies. Reading Coach and Department Chair will use release days for modeling and assistance with assessment preparation	Lesson plan checks, and teacher made tests
2	Level 4 and 5 students will participate in monthly enrichment reading strand	All Department Chairs and Assistant Principals	During Department Dialogues, Department Chairs will model and	District Mini-assessments and teacher made tests.

projects in all subjects.	facilitate enrichment models development and maintenance
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 Reading FCAT, 73% of the lower quartile achieved learning gains.		By 2010, 77% of the lower quartile will show learning gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Level 1 and 2 students will be in an intensive or corrective Reading class.	. Reading Coach and Assistant Principals	Reading teachers will monitor data as well as remediate and enrich students as necessary	Fluency checks, mini-assessments, and CWT
2	Level 1 students will be assigned a mentor.	Assistant Principals and RTI Team	Mentor coordinator will assign mentors.	Mentor survey and achievement data

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By 2010, 90% of the students in grades 6-8 will score a level 3 or above on the FCAT Reading test	Higher Order Questions	Reading coach	September 2009	Teachers must present lessons including learned information for Reading Coach and Assistant Principals. CWT will also be utilized.	Principal and Assistant Principals
By 2010, 76% of the 6-8 students will show learning gains on the FCAT Reading test	Infusing Reading Strategies and Questions Stems into the Content Area	Reading Coach and District Social Studies Curriculum Specialist	September 2009	Teachers must present lessons including learned information for Reading Coach and Assistant Principals. CWT will also be utilized.	Principal and Assistant Principals

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

During our Department Chair summer training, each Chair will review their department's data, the DART, SIP, and IFC's. The Chair and assigned Assistant Principal will review the IFC to ensure that the appropriate strands and strategies will be addressed on a weekly basis.

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
Substitute teachers to provide temporary coverage for Professional Development	School's General Budget	\$1,500.00
Total: \$1,500.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,500.00		

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In the 6th grade, 42% of the average students made learning gains		In the 6th grade, 68% of the average students will make 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	1. Average Math teachers will recommend students not meeting mastery on the mini-assessment strands for "Morning Math" program on Thursday mornings, 8:15-9:00am.	1. 6th grade Assistant Principal and Math Department chairs	1. Math department chairs will set up a schedule of teachers to teach best practices based on students strengths or weaknesses on the strands.	1. Students will be monitored using teacher tests as well as the District mini-assessments
2	2. Teachers will utilize District mini-assessments from BEEP to monitor student progress and implement the IFC	2. Math Department chairs	2. Math department will use these Tuesday mornings to determine which teaching strategies need to be used to implement the next week's strand as well as how to use the remediation model for the students.	2. District Mini-assessments
3	3. More real world connections and hands-on manipulatives will be utilized.	3. Assistant Principals and Math Department chairs	3. Each student will have a pre and post score for the Math strands to determine whether students need to be remediated or enriched	3. Lesson plan checks and teacher made tests

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In the 6th grade, geometry (68%) in the average classes showed mastery		In the 7th grade, Geometry (70%) in the average Math classes will show mastery on the 2010 FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. 7th grade students will be recommended for the "Morning Math" model on Thursday mornings 8:15-9:00am.	1. 7th grade Assistant Principal	1. Students scoring 60% or lower on Geometry pretests will be recommended to attend this tutoring service in the morning	1. Mini-assessments and teacher made tests
2	2. Teachers will implement a remediate/enrichment model. They will implement interactive multimodal strategies and testing accommodations for our ELL students	2. Math Department chairs and ESOL Coordinator	2. Teachers and students will track their progress. If the students score 70% they will placed into the remediation model.	2. Teacher made tests

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In the 8th grade, 66% (geometry), 87% measurement, 97% algebraic thinking showed mastery in the above strands		On the 2010 FCAT, 70% geometry, 90% measurement, and 90% algebraic thinking will show mastery in the above strands		
		Person Responsible	Process Used to	

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	1. Using the IFC, move the struggling strands before the 3rd quarter.	1. Math Department Chairs and Assistant Principal	1. Department Chairs will in-service Math department and monitor progress through weekly Department Dialogues	1. Teacher made tests, mini-assessments, and CWT
2	2. Teachers will participate in the best practices morning model to develop instructional strategies	2. Math Department chairs	2. Once the strategies are learned, the teachers will be able to model for other teachers and students	2. Mini- assessments and Teacher staff development surveys

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2008/2009 ESE students made 44% Math learning gains.		For the 2009/2010 school year, 68% of our ESE students will make Math Learning gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Using the K-8 Struggling Math Chart, Math teachers will use the appropriate interventions and materials to remediate and enrich ESE students	Assistant Principals, ESE Support Facilitators	After reviewing students IEP and achievement data, Math teachers will make accommodations to the assessment model and instructional strategies. ESE Support facilitators will assist in remediation.	Mini-assessments, IEP, teacher made tests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In the 6th grade, 42% of the average students made learning gains	Classroom Management and Instructional strategies	Math teachers in the department	August 2009	Teacher modeling in the classrooms and CWT's	Assistant Principals and Principal
6th, 7th and 8th grade objectives.	Data disaggregation, implementing IFC and instructional strategies	Math department chairs and math teachers	August 2009	Teacher modeling in the classrooms and CWT's	Assistant Principals and Principal

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
Substitute teachers to provide temporary coverage for Professional Development	School's General Budget	\$1,500.00
Total: \$1,500.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,500.00		

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 67% of 8th grade students achieved a level 3 or above		70% of the 8th grade students will score at level 3 or above on the 2010 Science FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All students will complete hands-on lab activities and use a common lab report format to document hands-on investigations.	1. Science Department chair and Assistant Principals	1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	1. CWT and Science mini-assessments
2	2. Provide real-world science experiences and engaging activities	2. Science Department chair	2. Teachers will require students to read a relevant Science article or complete a critical thinking activity twice a week for homework.	. Science mini-assessments and CWT
3	3. 8th grade teachers will utilize district IFC.	3. Assistant Principals	3. Department Chair will review IFC and model instructional strategies as needed	. CWT and lesson plans

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 64% of the students answered the questions correctly.		By 2010 67% of the students taking the 8th grade Science FCAT will show mastery in Earth Space Science strand		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. 6th and 7th grade teachers will vertically team to align the curriculum	1. Science Department Chair and Assistant Principals	1. During Department Dialogues, 6th and 7th grade teachers will collaborate on plans	1. Lesson plans
2	2. 8th grade teachers will utilize district IFC.	2. Assistant Principals	2. Department Chair will review IFC and model instructional strategies as needed	2. CWT and lesson plans
3	3. Implement FCAT Science questions stems by strands as daily warm-up exercises.	3. Science Department Chair and Assistant Principal	3. Students will submit warm-ups weekly. Teachers will monitor students progress if students are not mastering (80% or higher) a particular strand they will remediate	. Mini-assessments and teacher made tests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
67% of the 8th grade students will score at level 3 or above on the 2010 Science FCAT	Hands-on Laboratory activities	Science Department Chair and various Science teachers	September 2009	Teachers will implement new strategies into lesson plans and will model for Department chair. Leadership Team will also use CWT's	Assistant Principals and Department Chair
By 2010 67% of the students taking the 8th grade Science FCAT will show mastery in Earth Space Science strand	Using Question Stems in Content Area	District Science Personnel	September 2009	Teachers will implement new strategies into lesson plans and will model for Department chair. Leadership Team will also use CWT's	Principal and Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Cadre of teachers to attend the NSTA 2010	SAC	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for Professional Development	School's General Budget	\$1,500.00
		Total: \$1,500.00
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: \$2,500.00		

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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 FCAT Writes 97% of the students scored 3.5 or above		By 2010, 99% of the students will score a 3.5 or above on the FCAT Writes		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All students will have quarterly writing assessments	1. Language Arts Department Chair and Assistant Principals	1. Each student will keep a writing folder and the Language Arts teacher will monitor and assess their selected writing pieces	DOE Florida Write Rubrics
2	2. 6th and 7th grade students will have a pre and post writing assessment and participate in a February writing simulation	2. Language Arts Department Chair and Assistant Principals	2. Teachers will administer an expository pretest in August; posttest in December; and a persuasive pretest in January with the posttest in May. The pretest will be used as diagnostic data to focus the students writing lessons.	DOE Florida Writes Rubric
3	3. Teachers will use 6 Traits in their writing instruction	3. Assistant Principals	3. During structured CWT, students and Language Arts teachers will discuss, write and revise using the 6 Traits terminology and strategies.	3. 6 Traits Rubrics
4	4. Interdisciplinary Research projects with the Science department: 6th – research and paraphrasing; 7th cards, and 8th outline	4. Science and Language Arts Department Chairs and Principal	4. Using joint Department Dialogue meetings, grade level teachers will meet to plan projects and assessments	. Project Rubrics
5	5. Students will produce a quarterly writing product from various genres using	5. Language Arts Department Chair	5. Students will publish various finished products using I Movie, PowerPoint...	Project Rubrics and DOE Florida Writes Rubrics

	technology		etc.	
6	6. Language Arts Teachers will implement IFC	6. Assistant Principals	6. Department Chair will review IFC and model instructional strategies as needed	Quarterly Writing Assessment Data (DOE Florida Writes Rubrics)

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By 2010, 99% of the students will score a 3.5 or above on the FCAT Writes	BEEP Writing Lessons	Language Arts Department Chair	September 2009	CWT trend data and teacher modeling partners	Assistant Principals and Department Chairs

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
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for Professional Development	School's General Fund	\$1,500.00
		Total: \$1,500.00
		Final Total: \$1,500.00

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?
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

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
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 Parent Involvement Goal

Other Goals

Students With Disabilities AYP Subgroup Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
2008/2009 41% of our SWD were Level 3 and above in Reading and 44% were in Math		For the 2009/2010, 65% of the SWD students will be Level 3 and above in Reading and 68% in Math		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. ESE Support Facilitators will conduct staff development training on ESE instructional strategies.	1. Principal, Assistant Principals, and Department chairs	1. After training, teachers will complete a follow-up activity which will be submitted to the ESE Facilitators	CWT and lesson plans
2	2. Level 1 students with a fluency below 80 will have a 90 minute Wilson Reading class	2. ESE Specialist and Principal	2. Using achievement data, students will be placed into 90-minute blocks. Mini-assessment data will be monitored to develop remediation models if necessary and accommodations will be implemented so students can meet mastery.	CWT and assessment data
3	3. Using the K-8 Struggling Math Chart, Math teachers will use the appropriate interventions and materials to remediate and enrich ESE students	3. Assistant Principals, ESE Support Facilitators	3. After reviewing students IEP and achievement data, Math teachers will make accommodations to the assessment model and instructional strategies. ESE Support facilitators will assist in remediation.	. Mini-assessments, IEP, teacher made tests.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
For the 2009/2010, 65% of the SWD students will make learning gains in Reading and 68% in learning gains Math	SWD Instructional Strategies	ESE Support Facilitators	September 2009	Teachers will complete lessons and model for Assistant Principals	Assistant Principals

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
Substitute teachers for temporary coverage for Professional Development	General Fund	\$1,500.00
Total: \$1,500.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Science	Cadre of teachers to attend the NSTA 2010	SAC	\$1,000.00
			Total: \$1,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Science	Substitute teachers to provide temporary coverage for Professional Development	School's General Budget	\$1,500.00
			Total: \$1,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitute teachers to provide temporary coverage for Professional Development	School's General Budget	\$1,500.00
Mathematics	Substitute teachers to provide temporary coverage for Professional Development	School's General Budget	\$1,500.00
Students With Disabilities AYP Subgroup	Substitute teachers for temporary coverage for Professional Development	General Fund	\$1,500.00
			Total: \$4,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Substitute teachers to provide temporary coverage for Professional Development	School's General Fund	\$1,500.00
			Total: \$1,500.00
			Final Total: \$8,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[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	5000
Student Enrichment Models	500

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

Professional Development for the staff on how to implement the new initiatives for the year.

SAC Members

Members

- 1) Jack Vesey, Principal
- 2) Julie Winner, SAC Chair
- 3) Veronica Jarocki, SAC Chair
- 4) Jennifer Stratos, Teacher
- 5) Shari Schwartz, Teacher
- 6) Andrea Schaya, Parent
- 7) Lisa Ponczek, Parent
- 8) Julie Hurst, Parent
- 9) Sabrina Bello, Parent
- 10) Mrs. Paul, Parent
- 11) Mrs. Faulk, Parent
- 12) Mayor Michael Udine, Community Member
- 13) Shelly Heller, Community Member
- 14) Christine Wilson, School Support Personnel
- 15) Ray Haneski, School Support Personnel
- 16) Jerry St. Peter, Union Steward
- 17) Karleen Thompson, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTGLADES MI DDLE SCHOOL 3871															
Number of students enrolled in the grades tested:														Read: 1577		2008-2009		School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO					
Click here to see Number of students in each group														Math: 1577															
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	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	84	Y	85	Y			Y			NA	20	16	NA	17	15	NA	82	NA	86	NA					
WHITE	100	Y	100	Y	87	Y	88	Y			Y			NA	15	13	NA	12	12	NA	85	NA	89	NA					
BLACK	99	Y	99	Y	67	Y	63	N	92		Y			NA	44	33	NA	49	37	Y	67	NA	62	NA					
HISPANIC	100	Y	100	Y	79	Y	84	Y			Y			NA	32	21	NA	21	16	NA	77	NA	83	NA					
ASIAN	100	Y	100	Y			NA				NA			NA						NA									
AMERICAN INDIAN														NA						NA									
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	65	Y	66	N	89		Y			NA	46	35	NA	45	34	Y	66	NA	67	NA					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA				NA			NA						NA									
STUDENTS WITH DISABILITIES	100	Y	100	Y	59	N	56	N	84	94	Y			NA	45	41	N	44	44	N	60	N	59	N					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTGLADES MI DDLE SCHOOL 3871															
Number of students enrolled in the grades tested:														Read: 1627		2007-2008		School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO					
Click here to see Number of students in each group														Math: 1627															
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	2007	2008	Y/N	2008	Y/N	2008	Y/N		
TOTAL ⁴	100	Y	100	Y	80	Y	83	Y			Y			NA	20	20	NA	16	17	NA	74	NA	84	NA					
WHITE	100	Y	100	Y	85	Y	88	Y			Y			NA	17	15	NA	14	12	NA	80	NA	89	NA					
BLACK	100	Y	100	Y	56	N	51	N	93	92	Y			NA	41	44	N	38	49	N	53	N	56	N					
HISPANIC	100	Y	100	Y	68	Y	79	Y			Y			NA	29	32	NA	23	21	NA	60	NA	82	NA					
ASIAN	100	Y	100	Y			NA				Y			NA						NA									
AMERICAN INDIAN							NA				NA			NA						NA									
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	54	N	55	N	92	89	N			NA	46	NA		45	NA	NA	52	N	60	N					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA				NA			NA						NA									
STUDENTS WITH DISABILITIES	100	Y	100	Y	55	N	56	N	79	84	Y			NA	56	45	Y	49	44	Y	58	NA	60	NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTGLADES MI DDLE SCHOOL 3871															
Number of students enrolled in the grades tested:														Read: 1428		2006-2007		School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES					
Click here to see Number of students in each group														Math: 1428															
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	2006	2007	Y/N	2007	Y/N	2007	Y/N		
TOTAL ⁴	100	Y	100	Y	80	Y	84	Y			Y			NA	19	20	NA	16	16	NA	60	NA	74	NA					
WHITE	100	Y	100	Y	83	Y	86	Y			Y			NA	17	17	NA	13	14	NA	61	NA	74	NA					
BLACK	100	Y	100	Y	59	Y	62	Y	93	Y				NA	35	41	NA	36	38	NA	51	NA	66	NA					
HISPANIC	100	Y	100	Y	71	Y	77	Y			Y			NA	25	29	NA	19	23	NA	57	NA	76	NA					
ASIAN	100	Y	100	Y			NA				NA			NA						NA									
AMERICAN INDIAN							NA				NA			NA						NA									
ECONOMICALLY DISADVANTAGED	100	Y	100	Y			NA		92	Y				NA						NA									
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA				NA			NA						NA									
STUDENTS WITH DISABILITIES	99	Y	99	Y	44	Y	51	Y	84	79	N			NA	53	56	N	51	49	N	39	N	52	N					

SCHOOL GRADE DATA

Broward School District WESTGLADES MI DDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	88%	89%	97%	67%	341
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	73%	80%			153
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?	74% (YES)	73% (YES)			147	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					641	
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 WESTGLADES MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	86%	95%	63%	327	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	71%	80%			151	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?	67% (YES)	74% (YES)			141	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					619	
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 WESTGLADES MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	87%	95%	63%	329	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	70%	77%			147	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?	68% (YES)	69% (YES)			137	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					613	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested