

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

Westwood Heights Elementary School  
2861 SW 9TH ST  
Fort Lauderdale, FL 33312  
754-323-7900

### School Demographics

---

|   |                             |   |
|---|-----------------------------|---|
| <b>School Type</b><br>Elementary School | <b>Title I</b><br>Yes       | <b>Free and Reduced Lunch Rate</b><br>97% |
| <b>Alternative/ESE Center</b><br>No     | <b>Charter School</b><br>No | <b>Minority Rate</b><br>99%               |

### School Grades History

---

|                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>F | <b>2012-13</b><br>F | <b>2011-12</b><br>D | <b>2010-11</b><br>C |
|---------------------|---------------------|---------------------|---------------------|

### SIP Authority and Template

---

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

---

## Table of Contents

---

|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>                             | <b>3</b>  |
| <b>Differentiated Accountability</b>                              | <b>4</b>  |
| <b>Part I: Current School Status</b>                              | <b>5</b>  |
| <b>Part II: Expected Improvements</b>                             | <b>16</b> |
| <b>Goals Summary</b>  | <b>20</b> |
| <b>Goals Detail</b>   | <b>20</b> |
| <b>Action Plan for Improvement</b>                                | <b>26</b> |
| <b>Part III: Coordination and Integration</b>                     | <b>28</b> |
| <b>Appendix 1: Professional Development Plan to Support Goals</b> | <b>29</b> |
| <b>Appendix 2: Budget to Support Goals</b>                        | <b>30</b> |

---

## Purpose and Outline of the SIP

---

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

---

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

---

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

---

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

---

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

---

Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category          | Region | RED          |
|----------------------|--------|--------------|
| Focus Year 3 or more | 5      | Gayle Sitter |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Westwood Heights Elementary

##### Principal

Donald Cottrell

##### School Advisory Council chair

Wayne E. Lovett

#### Names and position titles of the School-Based Leadership Team (SBLT)

| Name               | Title                    |
|--------------------|--------------------------|
| Donald Cottrell    | Principal                |
| Lydia Knighton     | Assistant Principal      |
| Wayne Lovett       | Science Coach            |
| Jennel Mayers      | Math Coach               |
| Lakia Odom         | Kindergarten Team Leader |
| Tamika Fussell     | First Grade Team Leader  |
| Marjorie Campbell  | Second Grade Team Leader |
| Damian Francis     | Third Grade Team Leader  |
| Roy Ebanks         | Fourth Grade Team Leader |
| Cheryl Charles     | Fifth Grade Team Leader  |
| Dorothy Bowers     | ESE Team Leader          |
| Michael Mayweather | Specials Team Leader     |
| Lori Insel         | ESE Specialist           |
| Celeste Franklin   | Guidance Counselor       |
| Lisa Eutsey        | Reading Coach            |

#### District-Level Information

##### District

Broward

##### Superintendent

Mr. Robert Runcie

##### Date of school board approval of SIP

2/19/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

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.

**Involvement of the SAC in the development of the SIP**

The School Advisory Council's function is to assist in the process of developing the School Improvement Plan. Monthly meetings are held to address the curriculum plan and long and short term goals. The council works collaboratively with the school, parents, and community to monitor the progress and implementation of the school improvement plan.

**Activities of the SAC for the upcoming school year**

To increase parental involvement in students academic course work and hold strategic monthly meetings to assist parents in learning how to help their childr(en) at home with academic web-based programs and Teacher to Parent assistants.

**Projected use of school improvement funds, including the amount allocated to each project**

Increase classroom technology through purchase of digital classroom equipment. (i.e: Document Cameras, LCD projectors, Mimio Boards)  
Approximately-\$3,000.00

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

| <b>Donald Cottrell</b>    |  |                            |
|---------------------------|--|----------------------------|
| Principal                 | Years as Administrator: 24   | Years at Current School: 1 |
| <b>Credentials</b>        | BS Secondary Education/K-12 Certification<br>MS Educational Leadership/All Levels  |                            |
| <b>Performance Record</b> | As an assistant principal in an elementary school, he was part of a team that brought the school from a letter grade of "D" to a letter grade of "A". Each year the school increased the percentage of student proficiency in the core subjects.<br>In his next assignment as the principal of an elementary school his school consistently increased proficiency in core subject areas achieving a letter grade of "A" four of five years and achieving Adequate Yearly Progress (AYP) four of five years.<br>The next assignment was as principal of an Exceptional Education Center (K-12) with 97% of students working on standards and toward a standard high school diploma. |                            |

| <b>Asst Principal</b>     |  |                            |
|---------------------------|--|----------------------------|
| Asst Principal            | Years as Administrator: 7  | Years at Current School: 7 |
| <b>Credentials</b>        | ESOL Endorsed Guidance and Counseling Ed. Leadership K-12  |                            |
| <b>Performance Record</b> | 2011-2012: Assistant Principal Westwood Heights Elem. Grade D<br>43% Meeting High Standards in Reading<br>61% Learning Gains<br>70% Lowest 25%<br>37% Meeting High Standards in Math<br>43% Learning Gains<br>47% Lowest 25%<br>80% Meeting High Standards in Writing<br>14% Meeting High Standards in Science<br>2010-11: Assistant Principal Westwood Heights Elem. Grade C<br>60% Meeting High Standards in Reading<br>61% Learning Gains<br>70% Lowest 25%<br>53% Black<br>55% ED<br>42% ELL<br>52% Meeting High Standards in Math<br>48% Learning Gains<br>66% Lowest 25%<br>47% Black<br>49% ED<br>48% ELL<br>86% Meeting High Standards in Writing<br>23% Meeting High Standards in Science |                            |

|                       |                           |                            |
|-----------------------|---------------------------|----------------------------|
| <b>Lydia Knighton</b> |                           |                            |
| Asst Principal        | Years as Administrator: 7 | Years at Current School: 7 |

|                           |   |
|---------------------------|---|
| <b>Credentials</b>        | ESOL Endorsed Guidance and Counseling Ed. Leadership K-12   |
|                           | 2011-2012: Assistant Principal Westwood Heights Elem. Grade D<br>43% Meeting High Standards in Reading<br>61% Learning Gains<br>70% Lowest 25%<br>37% Meeting High Standards in Math<br>43% Learning Gains<br>47% Lowest 25%<br>80% Meeting High Standards in Writing<br>14% Meeting High Standards in Science<br>2010-11: Assistant Principal Westwood Heights Elem. Grade C |
| <b>Performance Record</b> | 60% Meeting High Standards in Reading<br>61% Learning Gains<br>70% Lowest 25%<br>53% Black<br>55% ED<br>42% ELL<br>52% Meeting High Standards in Math<br>48% Learning Gains<br>66% Lowest 25%<br>47% Black<br>49% ED<br>48% ELL<br>86% Meeting High Standards in Writing<br>23% Meeting High Standards in Science   |

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



**Jennel Mayers**

|                          |                   |                            |
|--------------------------|-------------------|----------------------------|
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 2 |
|--------------------------|-------------------|----------------------------|

**Areas** Mathematics

**Credentials** Elementary Ed. K-6 ESOL/Reading Endorsed

**Performance Record**

2011-2012: 4th Grade Teacher (Rock Island Elementary)  
 Grade C  
 34% Meeting High Standards in Reading  
 59% Learning Gains  
 65% Lowest 25%  
 40% Meeting High Standards in Math  
 47% Learning Gains  
 52% Lowest 25%  
 71% Meeting High Standards in Writing  
 14% Meeting High Standards in Science

| <b>Wayne E. Lovett</b>    |   |                             |
|---------------------------|---|-----------------------------|
| Full-time / School-based  | Years as Coach: 4   | Years at Current School: 14 |
| <b>Areas</b>              | Science   |                             |
| <b>Credentials</b>        | Elementary Ed. ESOL Endorsed Ed. Leadership K-12 and Science Endorsement  |                             |
| <b>Performance Record</b> | 2011-2012: Classroom Teacher 4th Grade (Math/Science) Grade D<br>43% Meeting High Standards in Reading<br>61% Learning Gains<br>70% Lowest 25%<br>37% Meeting High Standards in Math<br>43% Learning Gains<br>47% Lowest 25%<br>80% Meeting High Standards in Writing<br>14% Meeting High Standards in Science<br>2010-11: Science Coach Grade C<br>60% Meeting High Standards in Reading<br>53% Black<br>55% ED<br>42% ELL<br>61% Learning Gains<br>70% Lowest 25%<br>52% Meeting High Standards in Math<br>48% Learning Gains<br>66% Lowest 25%<br>47% Black<br>49% ED<br>48% ELL<br>86% Meeting High Standards in Writing<br>23% Meeting High Standards in Science |                             |

| <b>Lisa Eutsey</b>        |  |                            |
|---------------------------|--|----------------------------|
| Full-time / School-based  | Years as Coach: 1  | Years at Current School: 1 |
| <b>Areas</b>              | Reading/Literacy   |                            |
| <b>Credentials</b>        | B.S Elementary Ed. K-6, ESOL Endorsed, Masters Curriculum Instruction  |                            |
| <b>Performance Record</b> | 2012-2013: 4th Grade Teacher (Fairway Elementary) Grade C<br>64% Meeting High Standards in Reading<br>58% Learning Gains In Reading<br>92% Meeting High Standards in Math<br>55% Learning Gains in Math<br>75% Meeting High Standards in Writing |                            |

**Classroom Teachers**

**# of classroom teachers**

45

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

73%

**# certified in-field**

26, 58%

**# ESOL endorsed**

31, 69%

**# reading endorsed**

2, 4%

**# with advanced degrees**

30, 67%

**# National Board Certified**

1, 2%

**# first-year teachers**

5, 11%

**# with 1-5 years of experience**

2, 4%

**# with 6-14 years of experience**

25, 56%

**# with 15 or more years of experience**

14, 31%

**Education Paraprofessionals**

**# of paraprofessionals**

13

**# Highly Qualified**

13, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Mentoring new teachers in the classroom by providing support and monthly workshops to enhance student achievement (Person responsible: NESS Liaison, Clinical Ed Coaches, BLA (Building Level Administrator))

Teachers and Coaches meet and share learning practices that are utilized in the classroom to enhance student achievement (Person responsible: Instructional Coaches)

Participate in professional learning communities (PLC) and collaborate in grade level learning team

meetings to develop strategies to increase student achievement. ( Person responsible:Principal/ Assistant Principal, Support Staff and Team Leaders )

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Mentor: Marjorie Campbell, Mentee: Lindsey Arcularius-Reason:New to School  
 Mentor: France Alcena, Mentee: Kyle Pelligrino-Reason:New to District and School  
 Mentor: Cynthia Louissaint, Mentee: Barbara Gammage-Reason:New to District and School  
 Mentor: Jennel Mayers, Mentee: Cassandra Riley-Reason:New to District and School  
 Mentor: Cheryl Charles, Mentee: Rossy Tavarez-Lugo-Reason:New to District and School  
 Mentor: Wayne Lovett, Mentee: Nicholas Mennecke-Reason:New to District and School  
 Mentor: Jennel Mayers, Mentee: Lisa Eutsey-Reason:New to School  
 Mentor: Patricia Rogers, Mentee: Kelly Waldorf-Reason:New to School

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The RTI leadership team is composed of a multi-disciplinary group of educators. The members are as follows: Donald Cottrell, Principal, Lydia Knighton, Assistant Principal, Lisa Eutsey, Reading Coach , Wayne Lovett, Science Coach , Jennel Mayers, Math Coach, Celeste McGill-Franklin, Guidance Counselor, Lori Insel, ESE Specialist, Dave Mc Gough, School Psychologist, Blanche Johnson, School Social Worker, Jona Brown, Community and BTIP Liaison, France Alcena, ESOL Coordinator and Classroom Teachers.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Donald Cottrell, Principal, Monitors curriculum instruction, analyzes assessment data and instructional practices and provides support to teachers and staff. Lydia Knighton, Assistant Principal – Monitors curriculum instruction and disciplinary concerns and provides support to teachers and staff. Celeste McGill-Franklin, Guidance Counselor - is the coordinator of the school-based RtI Leadership Team. The Guidance Counselor, Instructional Coaches, ESE Specialist, School Psychologist and Social Worker are assigned as case managers for academic concerns/referrals and interventions based on their specific content areas. The case managers for behavioral referrals are the School Psychologist, School Social Worker, and administration. The case manager for community and attendance referrals is the social worker and community/BTIP liaison. Severe cases are referred to community agencies or resources. The teachers collect the data and it is submitted to the RtI Coordinator. The RtI Coordinator submits the data to the case manager and they consult with the teachers, conduct an interview, and complete an intervention tracking form to track interventions. The data is graphed and then collected and shared with the case manager. The process is brought back to the RTI team to review and monitor interventions or tests. If the interventions at Tier 2 are not successful, the teacher completes a Tier 3 Collaborative Problem Solving Form and a meeting is scheduled for the entire team using all team members. The RTI meetings are held bi-weekly (Tuesday) to discuss intervention plans for students with academic and behavior concerns.

## **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The data from Tier 1 is regularly inspected in the areas of reading, math, writing, science, and behavior. The information or data gained from these areas is used to make informed decisions about modifications for the core curriculum and the behavior management approach of the school. The data is also used for screening to identify students who are struggling with either academics or behavior and who may be in need of Tier 2 and Tier 3 interventions.

## **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The data sources for Tier 1 in reading are Journeys Reading (Common Core), Benchmark Assessment Test (BAT 1 & 2), Mini Assessments, Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT 2.0), Diagnostic Assessment for Reading (DAR), and FCAT Explorer. Think Central Math data sources include Harcourt Go Math (FLORIDA CCSS) Assessments, Benchmark Assessment Test (BAT 1 & 2), Mini Assessments, Florida Comprehensive Assessment Test (FCAT 2.0), Odyssey/Riverdeep, and FCAT Explorer. Data sources for science are assessments from Harcourt Science Fusion, Florida Comprehensive Assessment Test (FCAT 2.0), Mini Assessments, Science Notebooks, Odyssey/Riverdeep, and FCAT Explorer. Writing data sources include anchor papers, writing samples, and Beep Lessons. Behavior data sources are School-wide Behavior Plan, Champs classroom behavioral lessons, and assemblies provided by administration, guidance and community resources. Tier 2 and 3 data sources include intervention records and progress monitoring graphs generated for individual students. Data Management systems include Progress Monitoring and Reporting Network (PMRN), Virtual Counselor, Data Warehouse, FCAT Pro Running Records, student work samples, anecdotal records, teacher observations, both formal and informal.

## **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The staff will attend staff developments to assist them with this intervention support system. The Department of Psychological Services will provide Positive Behavior & Academic Strategies for Student Success training for staff members. The school based RTI team will train staff and provide ongoing training as needed.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students**Minutes added to school year:** 60

Westwood Heights has an extended day. School starts at 8:00am and ends at 3:00pm. This one hour (60mins) of extended learning time is used to increase time on reading instruction across all grade levels.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is collected and analyzed through bi-weekly assessment test, mini-benchmark testing, BAT I and BAT II assessments, and FCAT 2.0 testing.

**Who is responsible for monitoring implementation of this strategy?**

Administration, Instructional coaches, Classroom teachers

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

| <b>Name</b>        | <b>Title</b>          |
|--------------------|-----------------------|
| Donald Cottrell    | Principal             |
| Lydia Knighton     | Assistant Principal   |
| Lisa Eutsey        | Reading/Writing Coach |
| Wayne Lovett       | Science Coach         |
| Jennel Mayers      | Math Coach            |
| Celeste Mc Gill    | Guidance Counselor    |
| Lori Insel         | ESE Specialist        |
| Juanita Elmore     | Media Specialist      |
| Christine Good     | Team Leader           |
| Lakia Odom         | Team Leader           |
| Tamika Fussell     | Team Leader           |
| Marjorie Campbell  | Team Leader           |
| Damian Francis     | Team Leader           |
| Roy Ebanks         | Team Leader           |
| Cheryl Charles     | Team Leader           |
| Dorothy Bowers     | Team Leader           |
| Michael Mayweather | Team Leader           |

### **How the school-based LLT functions**

Administration and reading coaches will guide the team in creating the team's mission and focus for school-based literacy, setting agendas, and sharing information with the staff. The Literacy Leadership Team (LLT) will meet on a monthly basis to focus on data, literacy concerns, and school-wide programs to improve the Six components of Reading (Vocabulary, Comprehension, Phonics, Fluency, Phonemic Awareness, and Oral Language) . The information from the Literacy Leadership Team will be shared at monthly Team Leader Meetings and through on-going Professional Development. Literacy initiatives will include school-wide morning openers with a vocabulary word each day from different content areas and grammar instruction. Teachers will utilize the Define, Example, and Ask routine Model. The team will continue to ensure that its focus will be maintained through reflection ensuring that all stakeholders understand and support the school's reading goals.

### **Major initiatives of the LLT**

To engage in and provide literacy professional development, Professional Learning Communities and Study Groups that support the school's reading goals. Data will be analyzed to evaluate the effectiveness of instruction and to modify instruction and resources to meet the needs of the students. The Comprehensive Core Reading and Intensive Programs will be implemented with fidelity as ongoing progress monitoring will occur. Literacy activities and dialog among peers will be promoted school-wide. Additional support will include the modeling of research-based reading strategies and the team will mentor other teachers.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula for the new 119 HS classrooms. The new curriculum is titled Opening the World of Learning (OWL). The OWL's curriculum and instructional strategies are also consistent with state preschool standards and the draft version of the new National Association for the Education of Young Children (NAEYC) standards. OWL'S goal is to ensure that teachers help all children achieve standards in language, literacy, math, science, creative arts, motor skills, social competence, and emotional regulation. Head Start communicates to our neighbors and parents by sending out monthly newsletters about the different workshops that we have for our parents and neighbors. The workshops consist of, various information that the parents need to learn about for various transitions, academic suggestions and community information. An end of the year curriculum continuum report, detailing students' ongoing assessment is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program for that school year going into the next year.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 46%           |               | No          | 51%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 45%           |               | No          | 51%           |
| Hispanic                   |               |               |             |               |
| White                      |               |               |             |               |
| English language learners  | 34%           |               | No          | 41%           |
| Students with disabilities | 38%           |               | No          | 44%           |
| Economically disadvantaged | 47%           |               | No          | 52%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 49            | 17%           | 22%           |
| Students scoring at or above Achievement Level 4 | 23            | 8%            | 13%           |

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               | 15%           |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 24%           |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 150           | 51%           | 56%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 40            | 63%           | 65%           |



**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 39            | 33%           | 38%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 12            | 11%           | 16%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 15            | 12%           | 17%           |

**Area 2: Writing**

|   | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 17   | 18%           | 25%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | <i>[data excluded for privacy reasons]</i> |               | 27%           |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 43%           |               | No          | 48%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 42%           |               | No          | 48%           |
| Hispanic                   |               |               |             |               |
| White                      |               |               |             |               |
| English language learners  | 36%           |               | No          | 42%           |
| Students with disabilities | 37%           |               | No          | 43%           |
| Economically disadvantaged | 43%           |               | No          | 48%           |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 51            | 17%           | 25%           |
| Students scoring at or above Achievement Level 4 | 13            | 4%            | 10%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                       | 2013 Actual %                       | 2014 Target % |
|--|-------------------------------------|-------------------------------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | [data excluded for privacy reasons] | 28%           |
| Students scoring at or above Level 7   | [data excluded for privacy reasons] | [data excluded for privacy reasons] | 6%            |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 137           | 47%           | 52%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 45            | 65%           | 68%           |

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual #                       | 2013 Actual %                       | 2014 Target % |
|--|-------------------------------------|-------------------------------------|---------------|
| Students scoring at Achievement Level 3          | 17                                  | 24%                                 | 30%           |
| Students scoring at or above Achievement Level 4 | [data excluded for privacy reasons] | [data excluded for privacy reasons] | 6%            |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                       | 2013 Actual %                       | 2014 Target % |
|--|-------------------------------------|-------------------------------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | [data excluded for privacy reasons] | 5%            |
| Students scoring at or above Level 7   | [data excluded for privacy reasons] | [data excluded for privacy reasons] | 45%           |

**Area 8: Early Warning Systems**

**Elementary School Indicators**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time  | 20            | 3%            | 1%            |
| Students retained, pursuant to s. 1008.25, F.S.   | 24            | 18%           | 10%           |
| Students who are not proficient in reading by third grade   | 64            | 49%           | 24%           |
| Students who receive two or more behavior referrals   | 28            | 13%           | 7%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 5             | 1%            | 1%            |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Target-Increase parental involvement in SAC  
 Target-Increase parental involvement in PTO  
 Target-Increase parental involvement in volunteering

**Specific Parental Involvement Targets**

| Target  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Increase parental participation and involvement | 133           | 25%           | 30%           |

## Goals Summary

**G1.** Utilizing data to drive instruction through research based best practices with daily implementation of Common Core Standards throughout all grade levels.

**G2.**

**G3.**

**G4.**

**G5.**

## Goals Detail

**G1. Utilizing data to drive instruction through research based best practices with daily implementation of Common Core Standards throughout all grade levels.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- TIF (GRANT)
- Title One
- PLC
- Mentors
- Professional Development

**Targeted Barriers to Achieving the Goal**

- Continuous implementation of the CCSS with consistent use of data through research based practices across all content areas.

## Plan to Monitor Progress Toward the Goal

FCAT 2.0 BAT Assessments Mini BATS FAIR FCAT Maker Pro

### Person or Persons Responsible

School Based Leadership Team/Teachers

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Test Scores, Progress Monitoring Reports, Interim Reports, Report Cards, Conferences

## G2.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

.

### Targeted Barriers to Achieving the Goal

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G3.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

•

**Targeted Barriers to Achieving the Goal**

•

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G4.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

•

**Targeted Barriers to Achieving the Goal**

•

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**



**G5.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

•

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Utilizing data to drive instruction through research based best practices with daily implementation of Common Core Standards throughout all grade levels.

**G1.B1** Continuous implementation of the CCSS with consistent use of data through research based practices across all content areas.

**G1.B1.S1** All teachers will collaborate to plan effective CCSS lessons by using data to drive instruction.

### Action Step 1

Professional Learning Communities (Professional Development)

#### Person or Persons Responsible

School-Based Leadership Team

#### Target Dates or Schedule

October 2013-Ongoing

#### Evidence of Completion

Sign-In Sheets, Agendas, Action Plan

#### Facilitator:

School-Based Instructional Coaches, External Support Team

#### Participants:

Faculty

### Action Step 2

Modeling CCSS and the use of data

#### Person or Persons Responsible

School-Based Instructional Coaches, Teacher Leaders

#### Target Dates or Schedule

October 2013-Ongoing

#### Evidence of Completion

Coaches Logs

### **Action Step 3**

Implementation of CCSS and the use of data

#### **Person or Persons Responsible**

Teachers, Students

#### **Target Dates or Schedule**

October 2013-Ongoing

#### **Evidence of Completion**

Text Complexity, Reading/Writing Connection, Student Portfolios, Authentic Student Work, Student Data

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Classroom Walkthroughs Data Chats Authentic Student Work

#### **Person or Persons Responsible**

School Leadership Team

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

CCSS Look for Lists for Reading/Math/Science

### **Plan to Monitor Effectiveness of G1.B1.S1**

Classroom Walkthroughs Data Chats Authentic Student Work

#### **Person or Persons Responsible**

School Based Leadership Team

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

CCSS Look Fors in Reading/Math/Science

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

The funds are used to support personnel positions and they are use to employ substitute teachers to relieve teachers for staff/professional development. They are also used for parental involvement, which include parent trainings, seminars and materials.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

The funds are to relieve teachers for trainings and conferences. For example; GO Math, Journeys Common Core, Science (DELTA KITS), Writing Process, Technology and the New Common Core Standards.

#### Title III

N/A

#### Title X- Homeless

Homeless Liaison assists in identifying students and parents in need of shelter assistance, free meals and supplies. The social worker and the community liaison provide resources (clothing, school supplies and social services referrals) to students identified as homeless under the McKinney-Vento Act.

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) - Regular salary /After School Tutoring

#### Violence Prevention Programs

Violence Prevention Programs- Bullying assemblies/presentations for parents, teachers and staff members provided by BCPS Police (Victor Smith) and school Guidance counselor

Anti –Bullying Brainshark for staff

Discipline assemblies by Administration

Gang Awareness Assemblies (Grades 4-5) presented by BCPS Police/Investigator

I Am Thumbody Program for self-esteem, bullying prevention by National Institute of Mental Health

Red-Ribbon Week “Say No to Drugs”

Office of Prevention Events: No-Name Calling Week, Choose Peace Not Violence Week

#### Nutrition Programs

The school participates in the Healthy Schools Program to improve nutrition, physical activity and staff wellness.

#### Housing Programs

N/A

#### Head Start

There are three Head Start classes consisting of four year olds. The program is designed to prepare pre-school students to transition into kindergarten.

#### Adult Education

N/A

#### Career and Technical Education

School-wide Career Day - Various community leaders are invited to share information about their profession.

5th Grade students attend JA Biz Town to introduce the students to various career opportunities.

#### Job Training

N/A

#### Other

N/A

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Utilizing data to drive instruction through research based best practices with daily implementation of Common Core Standards throughout all grade levels.

**G1.B1** Continuous implementation of the CCSS with consistent use of data through research based practices across all content areas.

**G1.B1.S1** All teachers will collaborate to plan effective CCSS lessons by using data to drive instruction.

### **PD Opportunity 1**

Professional Learning Communities (Professional Development)

#### **Facilitator**

School-Based Instructional Coaches, External Support Team

#### **Participants**

Faculty

#### **Target Dates or Schedule**

October 2013-Ongoing

#### **Evidence of Completion**

Sign-In Sheets, Agendas, Action Plan

## Appendix 2: Budget to Support School Improvement Goals