

Westwood Middle School

0141

School Improvement Plan
2008-2009

Executive Summary

Westwood Middle School

For the third year in a row, Westwood has received a grade of “A” from the state of Florida. While we are appreciative of this accolade, it is but a small measure of the commitment of both students and staff here at Westwood.

This year’s school assessment process involved test data as well as written surveys to faculty, staff, parents, and students. This year’s School Improvement Plan emphasizes academic improvement and school climate. The plan also targets the strengthening of basic skills in order to meet the needs of a diverse student population. In addition, the student services department is being revamped, starting with a reworking of the school discipline plan as well as a battery of fresh guidance units, using tolerance as a focal point.

We continue our emphasis on student performance in all subject areas. We will incorporate in all objectives steps to identify potential Level 1 students from all subgroups for intervention and remediation as early as possible.

School interventions will include the following:

- Continued use of the Read 180 program.
- Continued use of direct instruction (SRA Corrective Reading).
- Continued use of Scholastic System 44 program
- Use of a .4 guidance position to counsel/orient at-risk/level 1 students

2008 – 2009

SCHOOL IMPROVEMENT PLAN

School Name: Westwood Middle School (0141)

- Vision/Mission
- School Profile Demographics
- Student Achievement Data
- School Match
- Quality Staff
 - Highly Qualified Certified Administrators
 - High Quality, Highly Qualified Teachers
- Additional Requirements
 - Communication with Parents regarding Choice Options
 - Extended Learning Opportunities
 - School-Wide Improvement Model
 - Preschool Transition
- Goals
 - Reading
 - Objective
 - Budget
 - Reading Elements
 - Mathematics
 - Objective
 - Budget
 - Mathematics Elements
 - Writing
 - Objective
 - Budget
 - Science
 - Objective
 - Budget
 - Science Elements
 - Parental Involvement
 - Objective
 - Budget
- Additional Goals
 - School Safety & Discipline
 - Technology
 - Student Health & Fitness
 - Return on Investment (ROI)
- SAC Members
- Total Budget

SCHOOL PERFORMANCE

School Data

READING 2008 Mean Scale Scores

	6th Grade	7th Grade	8th Grade
Westwood	308	324	312
District	313	320	315
State	310	315	310

MATH 2008 Mean Scale Scores

	6th Grade	7th Grade	8th Grade
Westwood	304	313	323
District	309	314	328
State	313	315	324

SCIENCE 2008 Mean Scale Scores

	8th Grade
Westwood	312
District	317
State	305

WRITING 2008 Mean Scale Scores

	8th Grade mean scale score Writing +	8th Grade mean score writing prompt
Westwood	308	4.4
District	309	4.3
State	300	4.2

SCHOOL GRADES:

2004- 2005	2005- 2006	2006- 2007	2007- 2008
B	A	A	A

VISION/MISSION

The mission of the faculty and staff of Westwood Middle School, a community school with a tradition of excellence, is to provide each student with an opportunity to excel in an educational environment that is characterized by compassion, integrity, and an engaging curriculum, designed to meet the needs of the student. The ultimate goal is to develop a self-disciplined, life-long learner who will become a productive citizen in a democratic society.

SCHOOL PROFILE/DEMOGRAPHICS

Westwood Middle School is one of the oldest middle schools in Alachua County. It was originally constructed in 1957, and at that time its location of 3215 NW 15th Avenue was at the western frontier of Gainesville. The Westwood campus consists of an 8th grade building, 7th grade building, 6th grade building, front office, student services office, guidance/attendance office, locker rooms and gym, media center, art/technology wing, cafeteria, multi-purpose building, and stand-alone science classrooms. Since 2001, Westwood has been undergoing an extensive renovation, beginning with the water, waste, and storm-water infrastructure. The 8th grade building was expanded and renovated in 2002, and the 7th grade building was renovated in 2003. A new cafeteria was opened in January of 2005, which allows us to use the old cafeteria as a multi-purpose building with fitness labs for P.E. use. The sixth grade building, the old kitchen area, chorus room, and band room were renovated/updated during the 2006-2007 school year. Ground will be broken on a new administrative/student services building in November of 2008. In addition, the guidance area will be renovated for use by the deans and resource officer, an older classroom will be retrofitted for use as a science lab, and a new gymnasium floor will be laid down. A proposal for future construction has been submitted to the county, which includes (but is not limited to) renovation of all science rooms, the media center, and the gymnasium/locker rooms.

Westwood Middle school is fortunate to have many community partners: Vargas Orthodontics, The Gainesville Dojo, Calico Jack's restaurant, Free Ride Surf Shop, Beef O'Brady's restaurant, Emmer Development, Crisper's restaurant, and Xerographic Printing. They provide support in the form of in-kind services, merchandise donations, and gratuities for our faculty and staff.

Grants awarded this last school year include the \$1,000 from the Foundation for Success for our one book/one school study of *Treasure Island*, culminating in a trip to the Pirate Dinner Theater in Orlando for over 600 students. Another \$500 Foundation for Success grant was awarded to equip our main computer lab with a projector to enhance direct instruction through technology. The EETT grant as well as Title II monies generously provided Westwood with three Smartboards apiece while the Spice program and the SMARTer program both provided an additional Smartboard apiece. Other mini-grants were awarded in-house through school advisory council; all contained a reading component.

Westwood's feeder pattern reflects the wide area of northwest and east Gainesville zoned for our school. The primary elementary schools feeding Westwood are Littlewood, Glen Springs, and J.J. Finley. However, we also receive students from Duval, Stephen Foster, Norton, and Terwilliger elementary schools. A rezoning will send an additional 60-100 Fort Clarke Middle

School students our way. The majority of our 8th grade students will attend high school at Gainesville High, while most of the remainder move on to Eastside or Buchholz high schools.

We pride ourselves on Westwood's extremely diverse student population. Westwood ended the 2007-2008 school year with 908 students. Fifty-one percent of Westwood's students were white, thirty-two percent were black, eight percent were Hispanic, and three percent were Asian. Of these students, forty-three percent were classified as economically disadvantaged (derived from free and reduced lunch data). Our zoning map includes neighborhoods that go from one end of the socio-economic spectrum to the other. Westwood is also the English for Speakers of Other Languages (ESOL) center school for the district. We have approximately thirty-nine students in this program who are at different levels of English proficiency. Most of the ESOL students are native Spanish speakers, followed by Korean and Chinese. Many languages and cultures represented by our ESOL students, enriching our faculty and students alike.

SCHOOL DATA SUMMARY

QUALITY STAFF

Highly Qualified, Certified Administrators

Principal Jim TenBieg has been the principal at Westwood since 1999. He began his teaching career in Pinellas County and came to Alachua County as a teacher here at Westwood in 1990. He then served as an assistant principal at Lincoln Middle School and Kanapaha Middle School before returning to Westwood. He has a Bachelor's and Master's degrees in education from the University of South Florida. He regularly visits classrooms and discusses the work with both staff and students. He works with the district staff to develop professional development opportunities. He continues to develop and monitor data-driven, standards-based instruction.

Our Assistant Principal for Administration is Bruce D. Johnson. After being hired from a University of Florida teaching internship in 1990, he taught at Fort Clarke Middle School for five years and Kanapaha Middle School for nine years before coming to Westwood in July of 2005 as an assistant principal. He has a Bachelor's degree and a Master's degree in elementary education with specializations in language arts and middle school as well as a Specialist's degree in educational leadership, all from the University of Florida.

Our Assistant Principal for Curriculum is Lisa Peterson. She came to Westwood in 2006 after working eight years at the school board as a supervisor of Exceptional Student Education and as a special education staffing specialist. She taught at Newberry Elementary and Howard Bishop Middle School as well as out of county for a total of six years. She has a Bachelor's degree in history, a Master's degree in exceptional student education, and a Specialist's degree in educational leadership, all from the University of Florida.

High Quality, Highly Qualified Teachers

Westwood's teachers are an integral part of the planning process of each school year. Their input is invaluable, and in turn, fosters a sense of empowerment within the faculty. Westwood encourages on-going educational opportunities by covering classes and creating "flex-time" when circumstances deem it necessary.

ADDITIONAL REQUIREMENTS

Teacher Mentoring

Linda Barbara joined Westwood's staff as a reading coach in the 2004-2005 school year. She works closely with Westwood's reading teachers to improve the students' reading abilities. Her input is invaluable with regard to reading and language arts placements, due to her statistical analysis as well as qualitative analysis from her time visiting classrooms.

All of Westwood's first-year teachers are assigned a mentor teacher, as per Alachua County's beginning teacher program. These mentor teachers offer advice and guidance to beginning teachers for all aspects of teaching, such as lesson development, classroom management, professional development plans, and grading.

Communication With Parents

Parents receive progress reports midway between each nine week grading period as well as a report card four times a year. Sixth and seventh grade students who failed a subject area course received a letter informing their parents of the new middle school requirements as well as a conference appointment to discuss after school tutoring. All special education students have a current Individual Education Plan, and the IEP team meets regularly to monitor those students' progress. Other students have 504 plans that are regularly updated to ensure student needs are being met.

Parents are mailed a school newsletter four times a year with information from administrators, grade level teams, the Reading Coach, and any other clubs or student activity reports. Calendar, testing schedules, and any registration information is placed in the school newsletter.

The school also purchased for each student a school planner where students record daily assignments. The school maintains a school website with information about all school activities. The lighted marquee also announces special meetings and events. Teachers are also encouraged to maintain a web presence through either Schoolnotes.com or OnCourse. The Parent Link phone messaging system can call parents, students, teachers, and staff with announcements as needed.

School Advisory Council

Our School Advisory Council is comprised of Westwood teachers, career service employees, parents, and concerned individuals from the community. The SAC is required to operate under the Sunshine Law, meaning the date, time, and place of all meetings must be publicized. Westwood's SAC meetings are normally held on the last Thursday of each month. Our SAC has an active part in developing and monitoring the School Improvement Process. The School Improvement Plan is written through the SAC at the end of each academic year. Throughout the year, the SAC works to ensure implementation of the School Improvement Plan, as well as to disburse funds to the school on an equitable basis.

Extended Learning Opportunities

For the past four and a half years, Westwood has offered the Teen Zone after school program. In conjunction with City of Gainesville's recreation department, activities are provided free of cost for Westwood students from 3:30 – 5:30 p.m. These activities include (but are not limited to) homework help, cooking, basketball, football and other physical

activities, art, dance, and Internet exploring. Westwood also offers free tutoring twice a week from 3:30 - 5:00 p.m.

Adequate Progress Statement

Westwood will make adequate progress as defined by NCLB legislation. The following criteria must be met:
65% of the total population **and** each identifiable subgroup will score a level 3 or above on FCAT reading
68% of the total population **and** each identifiable subgroup will score a level 3 or above on FCAT mathematics
90% of the total population **and** each identifiable subgroup will score a level 3.5 or above on FCAT writing;

or

Westwood will make Safe Harbor as defined by NCLB legislation.

READING GOALS

Needs Assessment:

African American students, economically-disadvantaged students, and students with disabilities did not make adequate yearly progress.

Reading Goal Statement:

Students at Westwood will make annual learning gains that enable them to master state standards in the area of reading. Sixty-five percent of all Westwood students (all subgroups) will have a three or higher, or there will be a ten percent decrease in the number of level I and II students taking the reading portion of the FCAT.

OBJECTIVES FOR READING

Subgroups/needs:

- | | |
|--|--|
| <input checked="" type="checkbox"/> African-American | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| | <input type="checkbox"/> Improved performance in tested clusters |

1. Objective:

Sixty-five percent of African-American students will score a three or higher, or there will be a ten percent decrease in the number of level I and II students with disabilities taking the reading portion of the FCAT.

Strategies:

- Implementation of System 44 reading intervention program.
- Students in the lowest quartile will have a reading/language arts class for 100 minutes of instruction every day.
- Level 1-2 students will be enrolled in Read 180 classes.
- The Cambridge Program/advanced reading will be made available to students. Cambridge enrollment will be capped in Reading at sixty-six in sixth and eighth grades and 88 in seventh grade.
- Westwood will continue its commitment to inclusion, serving approximately ninety

percent of Westwood's students with disabilities in general education classes.

- Team teach sections will be expanded in reading and language arts classes.
- Use of a .4 guidance position to counsel/orient at-risk/level 1 students.
- A school-wide book study will occur during the 2008-2009 school year.

Evaluation:

- Students who are not on grade level will be assessed individually to target individual needs by using the SRI and the DAR testing.
- Students will be monitored each nine weeks with the SRI (Scholastic Reading Inventory) to address needs.
- Content teachers will construct assessments to monitor achievement.

Research-Based Program:

Read 180 is one of the most thoroughly researched and documented reading intervention programs available. After over a decade of research in association with Vanderbilt University, READ 180 is producing quantifiable gains in reading achievement. Read 180 includes the following methods: whole group instruction, small group direct instruction, independent reading, and independent computer usage. SRA, a corrective reading instructional program, is used for the students who require more intensive reading instruction. SRA is a researched-based program that has shown quantifiable gains in reading achievement.

Professional Development Aligned with this Objective:

District training is forthcoming in System 44. The district held workshops to instruct READ 180 teachers and SRA teachers. Reading coaches have had extensive training in reading strategies and coaching. The Westwood faculty will receive training in a "reading strategy of the month" as well as team-teaching.

2. Objective:

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Sixty-five percent of economically-disadvantaged students will score a three or higher, or there will be a ten percent decrease in the number of level I and II students with disabilities taking the reading portion of the FCAT.

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Budget for Reading

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Bridges to Literature Texts SRA READ 180 – System 44	District office	\$1,200	
Research-based Resource(s)				
Technology	Smartboards	SAC monies	\$22,000	
Professional Development	Stipend for participants Materials for trainer and participants	CREATE Budget KMS SAC	3,000	
Other	Reading Coach Read 180 Ancillary Materials	District Reading Grant Consumables	 3,500	
		Total	\$29,700	

READING ELEMENTS

Highly Qualified Certified In-Field Instructors:

- Dea Paterson teaches intensive reading and language arts. She has attended intensive reading training and is reading endorsed. She has taught ten years and has a degree in elementary education. She has presented at the national conference for READ 180.
- Rachel Casey is a fifth-year teacher. She teaches intensive reading and language arts through the READ 180 programs as well as grade level language arts. She has attended intensive reading training and is reading endorsed. She is certified and holds a degree in English as well exceptional student education.
- Monica Schechtman, a fifteen year veteran, team teaches in eighth grade reading and language arts. She holds a degree and certification in ESE and elementary education. She has attended intensive reading training and is reading endorsed.
- Susan Shrum teaches intensive reading and language arts. She has attended intensive reading training. She has a degree and certification in middle school science and elementary education. She has sixteen years experience.
- Susan Finnerty teaches eighth grade reading. She has a degree in elementary education and is reading endorsed. She has five years of experience, and she has attended intensive reading training.
- Tanya Street has eleven years experience and is currently in the process of becoming reading endorsed. She is certified in elementary education and middle grades English.
- Susan Lieberman will begin her second year teaching sixth grade reading and language arts. She is certified in elementary education.
- James Gallen will begin teaching seventh and eighth grade gifted language arts. He is certified in English, grades six through twelve.
- Patricia Billingsley has thirty-one years of experience and is certified in elementary education and middle grades integrated curriculum. She also has her reading endorsement.
- Melissa Berryman is a fourth year teacher who teaches sixth grade reading. She is certified in English 6-12 and is reading and ESOL endorsed.
- Kristen Beyer teaches sixth grade reading and language arts. She is certified in elementary education, middle grades integrated curriculum, and ese. She is also reading endorsed.
- Amanda Carwile teaches intensive reading and language arts through the READ 180 programs as well as grade level language arts. She is certified English 6-12 and is working toward reading endorsement. She has attended intensive reading training.
- Jo Ann Henderson teaches seventh grade reading. She is certified in English 6-12, and she is ESOL and reading endorsed.
- Brenda Lee will teach eighth grade reading. She is certified in English 6-12, and she is working toward reading endorsement.
- Lisa McLeod, a fourth year teacher, has eighth grade reading. She is certified in elementary education and reading 6-12. She is also reading endorsed.
- Amy Rios is a fourth-year teacher in seventh grade reading. She is certified in elementary education and reading 6-12. She is also reading endorsed.

MATHEMATICS GOALS

Needs Assessment:

African American students, students with disabilities, and economically disadvantaged students did not make adequate yearly progress.

Mathematics Goal Statement:

Students at Westwood will make annual learning gains that enable them to master state standards in the area of mathematics. Sixty-eight percent of all Westwood students (all subgroups) will score a three or higher, or there will be a ten percent decrease in the number of level I and II students taking the mathematics portion of the FCAT.

OBJECTIVES FOR MATHEMATICS

Identify subgroups/needs:

- | | |
|--|---|
| <input checked="" type="checkbox"/> African-American | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| | <input type="checkbox"/> Improved performance in tested strands |

1. Objective:

Sixty-eight percent of African-American students will score a three or higher, or there will be a ten percent decrease in the number of level I and II African-American students taking the mathematics portion of the FCAT.

Strategies:

- Continue to use computer software program (Orchard) to supplement students who score in the lowest quartile on the FCAT.
- Continue with FASTTMath in targeted math classrooms.
- Retain a remedial math class consisting of students scoring in the lowest quartile on the FCAT math to ensure AYP and NCLB for all students.
- Use of a .4 guidance position to counsel/orient at-risk/level 1 students
- Provide tutoring for any student wishing it.
- The Cambridge Program/advanced reading will be made available to students. Cambridge enrollment will be capped in Reading at sixty-six in sixth and eighth grades and 88 in seventh grade.

Evaluation:

Sixty-eight percent or above in all subgroups will meet AYP in Math as measured by the NCLB criteria. Students will be monitored each nine weeks with Orchard and FCAT software.

Research-Based Program:

FASTTMath is a research-based remedial mathematics program developed by the Scholastic corporation.

Professional Development Aligned with this Objective:

Teachers are always encouraged to attend both district and state workshops and inservice opportunities. As of this writing, the bulk of the district training schedule is forthcoming.

2. Objective:

Sixty-eight percent of students with disabilities will score a three or higher, or there will be a ten percent decrease in the number of level I and II students with disabilities taking the mathematics portion of the FCAT.

Strategies:

- Continue to use computer software program (Orchard) to supplement students who score in the lowest quartile on the FCAT.
- Continue with FASTTMath in targeted math classrooms.
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Professional Development Aligned with this Objective:

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3. Objective:

Sixty-eight percent of economically-disadvantaged students will score a three or higher, or there will be a ten percent decrease in the number of level I and II economically-disadvantaged students taking the mathematics portion of the FCAT.

Strategies:

- Continue to use computer software program (Orchard) to supplement students who score in the lowest quartile on the FCAT.
- Continue with FASTTMath in targeted math classrooms.
- Retain a remedial math class consisting of students scoring in the lowest quartile on the FCAT math to ensure AYP and NCLB for all students.
- Use of a .4 guidance position to counsel/orient at-risk/level 1 students
- Provide tutoring for any student wishing it.

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MATHEMATICS ELEMENTS

Highly Qualified Certified In-Field Instructors:

- Mary Trew, seventh grade math teacher, holds a certification in math grades 6-12. She has twenty-five years experience and has attended county math workshops.
- John Benson is a seventh grade math teacher who has taught fifteen years and is certified in math 6-12. He has attended county math workshops.
- Karen Bethel teaches eighth grade math. She is certified in mathematics 6-12.
- Cheryl Bairley has been teaching 17 years and holds certification in middle grades math and elementary education.
- Amy Judah has been teaching thirteen years and is certified ESE 6-12.
- Marisa Laski, a fourth year teacher, has sixth grade math. She is certified elementary education K-6.
- Matthew McConn teaches both seventh and eighth grade math. He is certified in mathematics 6-12.
- Sabrina Peoples, a thirteen year veteran, teaches sixth grade math. She is certified ESE K-12.
- Dana Siira teaches sixth grade math. She is certified in elementary education and mathematics 6-12.
- Miranda West, a third year teacher, teaches sixth grade math. She is certified in mathematics 6-12.

WRITING GOALS

Needs Assessment:

Ninety percent of eighth grade students in all subgroups will make adequately yearly progress on the writing assessment.

Writing Goal Statement:

Increase the writing proficiency of all Westwood students.

Objective:

- Ninety percent of all eighth grade subgroups will score at Level 3.5 or higher on the FCAT writing exam.

Strategies:

- Use of “word walls” to reinforce vocabulary.
- School-wide “buzz words” emphasizing relevant vocabulary.
- Cross-curriculum emphasis on paraphrasing, summarizing, and comparison.
- Continuation of practice on FCAT prompts.
- Use of a .4 guidance position to counsel/orient at-risk/level 1 students
- Continuation of pre- and post- timed writing samples.
- Continuation of intensive Language Arts classes for students scoring in the lowest quartile to ensure NCLB and AYP for all students in all subgroups.
- Continuation of practice FCAT writing exam for grades 6 and 7.
- Continuation of “reading strategy of the month.”

Evaluation:

- County practice tests will be graded and the results used to develop lessons to increase student performance.
- Eighth grade *FCAT Writes!* results will be examined to inform instruction.

Research-Based Program:

Read 180 has a language arts component. It is one of the most thoroughly researched and documented reading intervention programs available. After over a decade of research in association with Vanderbilt University, READ 180 is producing quantifiable gains in reading achievement. Read 180 uses the following methods: whole group instruction, small group direct instruction, independent reading, and independent computer use.

Professional Development Aligned with this Objective:

Training in reading strategy of the month, which are often related to writing. Teachers are always encouraged to attend both district and state workshops and inservice opportunities. As of this writing, the bulk of the district training schedule is forthcoming.

SCIENCE GOALS

Needs Assessment:

Westwood students need to score at or above the mean average on the FCAT science assessment.

Goal Statement:

To increase the science proficiency of students at Westwood.

OBJECTIVES

Westwood's students will be at or above the state's 2008 mean average on the FCAT (SSS) science assessments.

Strategies:

- Westwood's science department will continue to cooperate with the University of Florida to enhance the science curriculum.
- Use advanced computer software program (Orchard) to supplement and challenge students in science.
- Use of a .4 guidance position to counsel/orient at-risk/level 1 students
- Implementation of FCAT practice materials in the classroom.

Evaluation:

Teachers and department assessments will be administered to monitor student progress. University of Florida provides an assessment at the beginning and end of the year to monitor progress of the SPICE program.

Research-Based Program:

"High-yield reading strategy of the month" will be used to enhance student learning.

Professional Development Aligned with this Objective:

Training in reading strategy of the month, which are often related to writing. Teachers are always encouraged to attend both district and state workshops and inservice opportunities. As of this writing, the bulk of the district training schedule is forthcoming.

SCIENCE ELEMENTS

Highly Qualified Certified In-Field Instructors

- Sara Charbonnet is the science department chair. She has twenty-six years experience and is certified in elementary education, middle school science, and middle grades math.
- Melissa Henkel is a fifth-year teacher and holds a certification in science. She participates in the University of Florida SPICE program.
- Curtis Ericson is a ninth-year teacher. He is certified in middle school science, high school biology and has attended the University of Florida SPICE training.
- John Bennett is a twenty-six year veteran. He is certified in middle grades science.
- Marjorie Caruso is a twenty-nine year veteran. She has attended the University of Florida SPICE training. She is certified in middle grades science and biology.

- Julie Hughes is a ten-year veteran. She is certified in middle grades integrated curriculum.
- Michelle Thompson is a second year teacher. She is certified in middle grades integrated curriculum.
- Kathryn Treasure teaches seventh grade science. She is certified in middle grades integrated curriculum and biology 6-12.
- Rachel Lund co-teachs 6th grade science. She is certified in ESE and biology.

ADDITIONAL GOALS

1. Goal Statement

Westwood will provide a learning environment that is conducive to teaching and learning.

Goal Description/Strategies

- To provide healthy air quality for staff and students.
 - All air conditioner filters will be changed bi-monthly (six times per year).
- Reduction of student disciplinary referrals.
 - Continue with Students Teaching Others Responsible Manners (STORM) program.
 - Continue with “All-S” field trip to encourage good student conduct throughout the school year.
 - Use of a .4 guidance position to counsel/orient at-risk/level 1 students
 - Continue with “Honor Roll” field trip to encourage high academic achievement.
 - Continue with peer mediation to solve minor conflicts.
 - Implementation of Westwood’s Kids on Patrol at School (K.O.P.S.) program, which will involve student hall monitors.
 - “Tightening” of school discipline plan via standing discipline committee.
 - Expansion of guidance role in classrooms by the teaching of multiple guidance units, using tolerance as a focal point.

Evaluation

- Data will reflect that air filters have been changed bi-monthly (six times per year).
- Data will reflect a decrease in the number of student disciplinary referrals by ten percent school wide.

2. Goal Statement

- Westwood will continue to upgrade its technology.
- Westwood will continue to seek new technology components to augment/deliver curriculum.
- Westwood will continue to seek new training opportunities with regard to technology to augment/deliver curriculum.
- Westwood will expand its pool of staff who can troubleshoot technology issues.

Goal Description

- Westwood is striving to outpace obsolescence with regard to technology.
 - New computers will be ordered in conjunction with the construction of the new administration building.
- Westwood will continue to seek new technology components to augment/deliver curriculum.
 - Seven additional Smartboards have been ordered for the 2008-2009 school year.
 - Forty laptops on powered carts are available for the 2008-2009 school year.
- Westwood will train key staff members (in-house) in technology troubleshooting.

Evaluation

- 90% of Westwood computers will run Windows XP or newer.
- Barring power issues, READ 180 labs will be up and running 99% of the time.

3. Goal Statement

Westwood will deliver curriculum in accordance the Florida K-12 physical education Sunshine State Standards and the National Association for Sport and Physical Education's (NASPE) National Standards.

Goal Description

- Lesson plans/delivery will reflect Florida K-12 physical education Sunshine State Standards and the National Association for Sport and Physical Education's (NASPE) National Standards.
- Westwood will administer FitnessGrams to every physical education student (twice per semester) and will send the data to the Wellness Coordinator and parents.
- Westwood will continue its goal of outfitting a state-of-the-art fitness lab with Nautilus equipment. The physical space was created through creative use of the budget for the sixth grade renovation project.

Evaluation

- Eighty-five percent of physical education students will improve their scores on FitnessGrams from the first to second check.

SAC MEMBERS:

Jim Tenbieg – Principal
Bruce D. Johnson –Assistant principal for administration
Lisa Peterson – Assistant principal for curriculum
David Dixson – Teacher of band and chorus
Tanya Street – Teacher of reading and language arts
Don Fitzpatrick – Teacher of reading and language arts
Joseph Swails – Co-teacher of social studies
Sherolynn Spencer - Parent
Maria Plaza-Delestre - Parent
Kris Turner – Parent
Dewey Roberts – Career service employee
Enrique Vargas – Other citizen

Donna Dotts – Other citizen
 Judith Simms-Cendan - Other citizen

Total

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Bridges to Literature Texts SRA READ 180 – System 44	District office	\$1,200	
Research-based Resource(s)				
Technology	Smartboards	SAC monies	\$22,000	
Professional Development	Stipend for participants Materials for trainer and participants	CREATE Budget KMS SAC	3,000	
Other	Reading Coach Read 180 Ancillary Materials	District Reading Grant Consumables	 3,500	
		Total	\$29,700	