

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: CHAPEL TRAIL ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Joseph Balchunas**

**SAC Chair: Mark Henderson**

**Superintendent: James F. Notter**

**Date of School Board Approval:**

**Last Modified on: 09-18-2009**

**Dr. Eric J. Smith, Commission**  
Florida Department of Educat  
325 West Gaines Street  
Tallahassee, Florida 32395

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## VISION and MISSION STATEMENTS

Chapel Trail Elementary is dedicated to developing and maintaining a philosophy of respect and high expectations of excellence for students, teachers and staff. We will meet the diverse, multi-cultural needs of our students by fostering a lifelong love of learning and developing responsible, confident and productive citizens through a school/home/community partnership that will advance into the twenty-first century. The School Board of Broward County, Florida along with Chapel Trail Elementary are committed to ensure that all students receive a quality education within a safe and secure learning environment. Together we are "Educating Today's Students For Tomorrow's World."

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

An "A" school for the last ten consecutive years.

Met AYP every year since its inception in 1995.

Golden School Award for 12 consecutive years.

5 Star Award Winner for six consecutive years

Winner of the "Little Red Schoolhouse Award" and the "John Gardner State Award" for the 2007-2008 year.

Neighborhood school with the vast majority of students living within one mile of campus.

Neighborhood has been affected by foreclosures with one of the highest rates in the country.

Budget cuts have caused a significant reduction in instructional and non-instructional personnel.

#### Unique School Strengths for Next Year

A new writing plan will be implemented for all grade levels.

A plan will be put in place for all grade levels to have access to a dedicated science laboratory.

Family Curriculum Nights will be revised to increase overall effectiveness as well as parent attendance.

A Curriculum Council has been added to keep Chapel Trail aligned with new accountability standards and guidelines.

Pre-season data chats with each teacher in grades third through fifth to plan differentiated instruction.

PTA fund-raising, aftercare revenue, facility rental income, and business partner donations will supplement the school budget for the additional materials, supplies and equipment needed to provide quality instruction.

#### Unique School Weaknesses for Next Year

Lowest 25% students in all curriculum areas need to show continued growth.

FCAT science scores need to continue to increase and stay well ahead of the county and state averages.

Severe budget cuts resulted in the loss of classroom teachers and key support personnel. The loss of overall staff will increase the workload for all other staff members.

Budget cuts have reduced the amount of supplements paid to staff to take on extra duties.

SWD subgroups need to be monitored more closely to meet state and national requirements.

Free and reduced lunch students in math need to be monitored more closely to meet state and national requirements.

**Student Demographics**

**Student Attendance Rates**

**Student Mobility**

**Student Suspension Rates**

**Student Retention Rates**

**Class Size**

**Academic Performance of Feeder Pattern**

**Partnerships and Grants**

Chapel Trail has fifteen Partners In Education that contribute to the success of the school through donations, serving as mentors, serving on SAC, sponsoring field trips and hosting family nights.

Power Financial Credit Union – Provides support at all levels. They participate in SAC as a voting member, sponsor field trips and provide financial assistance. They also facilitate "Gator Teller Day" where students can open actual savings accounts and make deposits on campus once a month.

ASP attends SAC and supports academic programs with monetary gifts and incentives.

Citibank grants - Chapel Trail has received numerous science and reading grants to enhance instruction and technology integration.

21st Century Learning Grant – School was awarded funds to be used to setup a technological digital classroom.

**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	Joseph Balchunas	Masters Degree and FL Certification in Educational Leadership	2.5	6.5	School grade "A" since 2006-2007 with increasing point totals from 588 to 650. AYP met since 2006-2007 2008-2009 91% of students meeting high standards in math and reading. 95% meeting high standards in writing. Significant gains in lowest quartile reading

					and math students.
Assis Principal	Alisia Coachman-Wiliams	Masters Degree Florida Certification in Educational Leadership		4	2008-2009 school grade "A" Reading Mastery 59% Math Mastery 70% Science Mastery 51% Writing Mastery 96% Learning Gains – Reading 67% Math 67% 2007-2008 School Grade "C" Reading Mastery 58% Math Mastery 67% Science Mastery 31% Writing Mastery 96% Learning Gains – Reading 56% Math 45%

\* 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	Vonda Oliver	MS Reading Ed.S. Certification in Ed. Lead Reading Endorsement	10	2	2008-2009 91% of students meeting high standards in reading. 7% increase in number of students in lowest 25% making learning gains in reading

\* 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)
4. Comprehensive professional development opportunities provided throughout the school year and during summer	Principal Professional Development Committee	Ongoing	

**Non-Highly Qualified Instructors**

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
NA	NA	NA	NA

**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
59	0	10	52	38	39	100	6	5	86

**Teacher Mentoring Program**

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
NA	NA	NA	NA

**ADDITIONAL REQUIREMENTS**

**Coordination and Integration**

Note: For Title I schools only

Title I, Part A

NA
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Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

SAI funds will be used to support first grade reading teacher who will instruct lowest quartile students.

Violence Prevention Programs

Bully proof  
Silence Hurts  
Safe Zone  
Guidance & Social Worker lessons

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

**School-based RtI Team**

Identify the school-based RtI Leadership Team.

Principal: Facilitates the RtI Team, conducts weekly meetings, monitors the implementation of all curriculum areas, approves necessary resources to achieve positive results, conducts data chats with teacher and students  
Assistant Principal: Monitors behavior of students coordinates the school wide writing plan, and conducts data chats with teachers and students.  
ESE Specialist: Monitors the IEP services to students, monitors academic progress of inclusion and resource room students, coordinates ESE services.  
School Psychologist: Evaluates students, consults with parents, reviews and suggests interventions and monitors results.  
School Social Worker: Facilitates small groups for students dealing with emotional situation such as changing families, retention, grief; works with parents needing outside resources.  
Reading Coach: Provides expertise on the reading process & interventions; coaches classroom teachers; monitors the implementation of the school-wide reading program.  
Guidance Counselor: Facilitates classroom guidance, small group counseling, 504 plans, and assists families with outside resources.

This team utilizes the Comprehensive Problem Solving Process to assist teachers in meeting the needs of their students. The

model provides a structured process for addressing identified needs of select students as they move through three tiers of interventions.

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

The RtI/Support Team meets weekly to discuss the overall process of supporting students.

Students may be identified based on teacher conversations, student data, behavior referrals, or parent concerns.

Each member of the RtI Leadership Team may function as case manager to work with teachers through the process of Tier II interventions, documenting the progress, and moving forward to a RtI meeting.

The focus of the RtI Team is to develop a broad understanding of students in the school who are in need of support, what support/interventions are underway, and suggest additional resources.

The ESE Specialist and School Psychologist address concerns through the perspective of ESE services.

The Social Worker and Guidance Counselor work with parents and teachers for outside resources or counseling.

The Reading Coach analyzes academic concerns, and administration reviews both academic and behavior issues.

Every year the RtI team trains the staff on new interventions and district mandates.

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

The RtI Team meets with the Leadership Team Chairpersons for Reading, Writing, Mathematics, and Science and School Advisory Council as part of the development of the School Improvement Plan.

Each RtI Team member contributes to the implementation of the SIP with specific areas of responsibility.

Concerns are brought to the weekly meetings for discussion and problem solving.

### **RtI Implementation**

Describe the data management system used to summarize tiered data.

The school identifies 7 key data points to measure throughout the year for each grade level for reading, math, writing, and science.

August – Previous End of Year Data Points:

Reading – DRA (Kindergarten, District Assessments, FCAT (Grades 3-5)

Writing – May 2009 Writing Sample, 4th Grade FCAT Writing Assessment

Math – Primary Math Test (Grades 1-2), FCAT (Grades 3-5)

September - Baseline Data Points: School Based Diagnostic Standards Assessment in the place of BAT 1

Reading - Placement Inventories, FAIR, DRA, DAR, IRI, 2009 FCAT /SAT scores

Writing - Baseline Writing Sample G. K-4 Expository or Narrative

Mathematics- Placement Inventories, GMADE, 2009 FCAT scores

October - December Data Points:

Reading- Running Records, BAT2, Mini-Bats, Unit Tests

Writing – Writing Samples G. K-4 – Expository or Narrative

Mathematics – Mini-Bats, Chapter Tests, Unit Tests, QBAT 1

Science – Mini-Bats, Chapter Tests, Unit Tests

January - February Data Points:

Reading - FAIR, DRA, DAR, Mini-Bats, Unit Tests, Leadership Resources

Writing - Midyear Writing Sample G. K-4, FCAT Writing

Mathematics - Mini-Bats, Chapter Tests, Unit Tests, QBAT 2

Science – Mini-Bats, Chapter Tests, Unit Tests

March - April Data Points:

Reading - FCAT, SAT, Leadership Resources, Mini-Bats, Unit Tests

Writing – Writing Samples G.K-3

Mathematics – FCAT, Chapter Tests, Unit Tests, QBAT 3

Science – Mini-Bats, Chapter Tests, Unit Tests

May - June Data Points:

Reading – Leadership Resources, Stanford Diagnostic, FAIR, End of Book Tests

Writing – End of School Writing Samples

Mathematics – End of Book Tests, QBAT 4

Science – School Developed Assessment aligned with Test Specifications, Science Journals (Grades K-5)

Teachers through data points, checklists, and/or tally charts will collect tier 1 and Tier 2 data. This information will be maintained by teachers, entered into the school's data system by the data processor, and monitored by the RtI Team. Classroom or ESE teachers using the same system may collect tier 3 data.

Describe the plan to train staff on RtI.

The School Psychologist, Social Worker, and Principal have presented overviews of the RTI process.

At a staff meeting in August, the ESE Specialist will explore the process in more depth with time lines, charts, and visuals.

In September, administration will conduct data chats with each teacher to identify students in need of interventions or enrichment. Appropriate interventions and data collection will also be discussed.

Quarterly data chats will facilitate communication between the classroom and RtI team on progress

## 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?

Strength - The percentage of students meeting high expectations in math, science and reading all showed increases above the district and state average. 91% of students met high standards in reading. 91% of students met high standards in math 95% of students met high standards for writing. The percentage of lowest 25% students making learning gains in reading increased 7%.

Weaknesses – No improvement in the percentage of students showing learning gains in math. Percentage of students in the lowest 25% showing learning gains in math decreased by 3%.

#### Instructional Calendar Development

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

The IFC's were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by disaggregated data results from the December BAT's.

Previous year FCAT data was used to identify the weakest benchmarks and target instruction. The benchmarks where students performed the poorest were specifically targeted.

Teacher input is gathered through use of Focus Groups and Professional Learning Communities. Selected teachers also participate in curriculum area Summer Institutes to provide input to the IFC.

Administration will ensure IFC's are implemented through Data Chats, classroom walkthroughs, Leadership Team meetings and grade level meetings.

Teachers struggling with the IFC's will be assigned a dedicated mentor to help them get comfortable with the IFC. Professional development will also be offered to any teacher in need of additional assistance.

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

Reading - Reference and Research was the least proficient strand and will be given priority focus.

Mathematics – Algebraic Thinking was the least proficient strand and will be given priority focus.

Science - Force and Motion was the least proficient strand and will be given priority focus. In addition, grade level science labs will be implemented to enhance teaching of the scientific process.

Writing - Analyzing writing samples across all grade levels.

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

Teachers in grades K-5 will group students based on DRA Assessments, Treasures/Trophies Placement Assessments, and FCAT/SAT Assessments. Implementation of differentiated instruction and research-based interventions will be utilized to meet the needs of individual learners. There will be differentiation of the core curriculum by using a variety of grouping formats to instruct students. Quarterly diagnostic assessments will be given to monitor students' progress. At data chats and during

classroom walkthroughs, teachers demonstrate evidence of instruction and practice that meets individual needs.

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

Lesson objectives will be clearly posted in every classroom and the classroom teacher will explain the purpose of the lesson.

Instruction in current events will be consistently integrated into the curriculum in every classroom.

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?

All students have an opportunity to participate in Career Day and Bring Your Child To Work Day, which promotes career planning.

## DO

### Direct the Instructional Focus

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

Grade levels meet weekly to plan targeted skills, literacy centers, and lesson delivery that align to the school's instructional focus calendars. Grade levels meet monthly to plan instructional focus based on assessments throughout the school year. Quarterly data chats are held with each grade level to determine individual student concerns, and identify resources, interventions, and enrichment for all students. Curriculum Focus Groups will meet monthly to discuss the implementation of the SIP and the progress of the action steps.

How are instructional focus lessons developed and delivered?

Instructional Focus Calendars are used to guide instruction and are modified for individual student needs. Grade levels meet weekly to plan lesson delivery and targeted skills. Lessons are delivered in whole group, small group, and differentiated with the integration of technology and manipulatives.

How will instructional focus lessons be revised and monitored?

Based on standardized assessments and informal assessments, calendars and student groupings will be adjusted. All data will be monitored using classroom walkthroughs and quarterly data chats. This will be ongoing throughout the school year. Differentiated instruction and practice will be used to meet the needs of all subgroups and high performing students.

## 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.

Benchmark Assessment Tests  
IRI  
Inventory tests  
End of chapter tests  
End of selection tests  
Teacher-made tests  
Rigby  
DAR  
DRA  
FAIR

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

Results will be used to modify differentiated instruction for those students that do not show mastery in a given area. Those not reaching mastery will be given remediation until there is mastery.

### Maintenance

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

The Leadership Team will ensure that periodic assessments will be given to monitor the progression of students Mastery for all assessments will be 80% or higher. Results of the assessments will determine the need for adjusting instruction and realigning instructional focus calendars based on student needs. Students demonstrating mastery of targeted benchmarks will be grouped together for instruction and students needing additional instructional support will be grouped to increase proficiency.

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.

Mini assessments are given in accordance to instructional focus calendars. Grade levels complete mini-assessment tracking forms to chart progress for grade level and classroom performance.

#### 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.

Administration, support staff, and leadership team will be instrumental in ensuring that instructional focus calendars and necessary changes are implemented on an ongoing basis. This will be completed through classroom walkthroughs, grade level meetings, school-wide reviews, and data chats. Reading coach and members of the newly formed Curriculum Council will provide modeling to support/strengthen curriculum implementation.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

Core Reading – Treasures and Trophies  
Supplemental – Great Leaps, Wilson Reading and Wilson Foundations  
Intensive – Triumphs (Treasures) and Moving Ahead (Trophies)  
Interventions – Phonics for Reading, Wilson Reading and Wilson Foundations Super QAR, Quick Reads, Great Leaps, Six Minute Solution

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

In addition to regular instruction, double dose and pull out are provided to increase grade level mastery. Before and after school camps are provided for students who score in the bottom quartile.

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

FCAT data  
B.A.T. data  
Teacher Needs Assessment Survey  
Professional Growth Plans

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

Lowest 30th percentile students  
ELL  
SWD  
Students on a PMP  
All new students to Chapel Trail receive an initial assessment, if identified as below the 40 percentile, they receive intensive instruction and intervention.

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

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

#### Enrichment

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

MATS program for students in grades 3-5.  
 Gifted/High Achieving classes for students in grades 2-5.  
 Project-based learning  
 Novel Studies  
 Accelerated Reader  
 First In Math  
 All grade levels have an enrichment plan to use with students identified as above average.

Describe how students are identified for enrichment strategies.

Students are identified through...

Gifted testing  
 FCAT scores  
 STAR/IRL data  
 Teacher recommendation and observation  
 District screening

### 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)
Science	Arlene Manville	Once a month	Tuesdays	SIP action steps Data Analysis Instructional Focus
Reading	Vonda Oliver	Once a month	Tuesdays	SIP action steps Data Analysis Instructional Focus
Math	Cynthia Woods	Once a month	Tuesdays	SIP action steps Data Analysis Instructional Focus
Writing	Yolanda Rodriquez	Once a month	Tuesdays	SIP action steps Data Analysis Instructional Focus
Technology	Jackie Carro	Once a month	Tuesdays	SIP action steps Data Analysis Instructional Focus

### 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

Kindergarten Round Up is provided for families at the end of the previous school year to expose them to physical layout of campus and discuss expectations.

Kindergarten Orientation offered prior to the start of school to familiarize families with the school and expectations for the coming year.

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness.

ESE pre-school students transitioning to Kindergarten have formalized transition plans with input of IEP committees and parents.

Postsecondary Transition

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

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 91% of students scored level 3 or above on the 2009 administration of the FCAT Reading Test.		In grades 3-5, 94% of students will score level 3 or above on the 2010 administration of the FCAT Reading Test		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	The school will implement the new FAIR assessments for kindergarten students to monitor progress.	Principal Asst Principal Reading Coach Team Leaders	Review FAIR data reports to ensure teachers are assessing students according to the district created schedule.	Printout of FAIR assessments  Data chats for intervention and Classroom walkthroughs
2	Include higher-order questions in lesson plans, task cards and Webbs Complexity Wheel	Principal Asst Principal Reading Coach Team Leaders	Classroom walkthroughs	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.  BAT data.  Mini-BATS.  Teacher created tests.
3	Develop an Instructional Focus Calendar for Reading and Language Arts classes.	Principal Asst Principal Reading Coach Team Leaders	Administration will be aware of the IFC's upcoming focus and monitor implementation through data disaggregation and classroom walkthrough	Implementation of the IFC
4	Students classified as ELL will receive additional language support including, but not limited to, the use of ELL kits, Compass Learning and high yield strategies.	Principal Asst Principal Reading Coach Team Leaders	Classroom walkthroughs  Leadership Team Minutes	Classroom walkthrough data
5	All students will have access to, and will be encouraged to utilize Accelerated Reader to help increase reading comprehension within their "Zone of Proximal Development"	Principal Asst Principal Reading Coach Team Leaders	Web based reports	Web based reports
6	Students will earn and develop specific research skills through the use of different media such as computer software, the internet, magazines and newspapers.	Principal Asst Principal Reading Coach Team Leaders	Classroom walkthroughs  Leadership Team Minutes	Classroom walkthough data
7	All students will participate in various online reading programs.	Principal Asst Principal Reading Coach Team Leaders	Classroom walkthroughs  Leadership Team Minutes	Web based reports
8	Student in grades K-5 will	Principal	Classroom walkthroughs	Classroom walkthough data

be exposed to all content areas using nonfiction text.	Asst Principal Reading Coach Team Leaders	Leadership Team Minutes	
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Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-5, 73% of students in the lowest 25% made learning gains in reading.			In grades 3-5, 76% of students in the lowest 25% will make learning gains in reading.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the lowest 25% will be taught using interventions from the Struggling Readers Chart.	Principal Asst. Principal Reading Coach Team Leaders	Review data reports to ensure teachers are assessing students according to the schedule.  Data Chats	FAIR assessment  BAT data  Data Chats  Classroom Walkthrough data
2	Students in the lowest 25% will receive additional language support including, but not limited to, the use of ELL kits, Compass Learning.	Principal Asst. Principal Reading Coach Team Leaders	Data Chats  Classroom walkthroughs	FAIR assessment  BAT data  Data Chats  Classroom Walkthrough data
3	Students will be exposed to differentiated instruction and flexible small groups, to promote and enrich reading development.	Principal Asst. Principal Reading Coach Team Leaders	Classroom walkthroughs  Leadership Team Minutes	Classroom Walkthrough data
4	Struggling readers in grades 3-5 will be provided an after school or before school reading camp with and instructional focus in reading strategies.	Principal Asst. Principal Reading Coach Team Leaders	Data Chats	Camp participation logs  Data Chats

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 73% of students in the lowest 25% made learning gains.	More effective use of diagnostic and remediation tools	Reading Coach	September 09	Classroom Walkthroughs Data Chats Assessment Data	Principal Reading Coach Reading Focus Group
In grades 3-5, 91% of students scored level 3 or above on the 2009 administration of the FCAT Reading Test.	Reading Strategies in Phonemic awareness, Vocabulary, Comprehension, Phonics, Fluency and Oral Reading	Reading Coach	October 09	Classroom Walkthroughs Data Chats Assessment Data	Principal Reading Coach Reading Focus Group
In grades 3-5, 91% of students scored level 3 or above on the 2009 administration of the FCAT Reading Test.	All K-3 teachers will receive training on the new reading series and on the integration of the new BEEP pacing charts and school developed curriculum maps.	Reading Coach	October 09	Classroom Walkthroughs Data Chats Assessment Data	Principal Reading Coach Reading Focus Group
In grades 3-5, 91% of students scored level 3 or above on the 2009 administration of the FCAT Reading Test.	All new or interested teachers and paraprofessionals will be trained in Riverdeep and Compass Learning Odyssey for support of individual learning paths to be monitored by their homeroom teacher.	Technology Teacher	September 09	Web based data	Principal Reading Coach Reading Focus Group Technology Teacher
In grades 3-5, 91% of students scored level 3 or above on the 2009 administration of the FCAT Reading Test.	Optional trainings in specific reading programs and strategies will be offered throughout the year, including but not limited to: Literature Circles, test-taking strategies, phonemic awareness, words in context, and QAR.	Reading Coach	Ongoing	Classroom Walkthroughs Data Chats Assessment Data	Principal Reading Coach Reading Focus Group

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

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Harcourt Series	School Budget	\$0.00
QAR Six Minutes to Reading Harcourt/Trophies interventions	General Budget	\$0.00
Leadership Resources	School Budget	\$0.00
		<b>Total: \$0.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Compass Learning Riverdeep FCAT Explorer BEEP	District Funds	\$0.00
		<b>Total: \$0.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Substitutes for Data Chats	Accountability	\$350.00
Reading Strategies in Phonemic awareness, Vocabulary, Comprehension, Phonics, Fluency and Oral Reading	School Budget	\$0.00
		<b>Total: \$350.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$350.00</b>

*End of Reading Goal*

**Mathematics Goal**

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

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5, 91% of students scored level 3 or above on the 2009 administration of the FCAT Mathematics Test		In grades 3-5, 94% of students will score level 3 or above on the 2009 administration of the FCAT Mathematics Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Students will participate in various programs on a weekly basis to increase problem solving, math vocabulary and critical thinking skills.	Principal Asst Principal Team Leaders Math Focus Group	Data Chats  BAT scores  Math Focus Groups discussion  Team Meetings	BATs  Classroom Walkthroughs  Web-based data

2	Students will receive integrated math instruction to increase problem-solving skills in all strands to assist in short and extended response questions	Principal Asst Principal Team Leaders Math Focus Group	Data Chats  BAT scores  Math Focus Groups discussion  Team Meetings	BATs  Classroom Walkthroughs  Web-based data
3	All students will be exposed to grade level appropriate math vocabulary in their classrooms including, but not limited to Word Walls, Journals, charts, FCAT content limits,etc	Principal Asst Principal Team Leaders Math Focus Group	Data Chats  BAT scores  Math Focus Groups discussion  Team Meetings	BATs  Classroom Walkthroughs
4	Students will apply various math concepts to reinforce math real-life skills such as graphing weather, measuring liquids, and making estimations.	Principal Asst Principal Team Leaders Math Focus Group	Data Chats  BAT scores  Math Focus Groups discussion  Team Meetings	BATs  Classroom Walkthroughs
5	Third through fifth grade students, meeting criteria for the district MATS program will have the opportunity to participate in the MATS program to enrich achievement and provide acceleration	Principal Asst Principal Team Leaders Math Focus Group	Math Focus Groups discussion  Team Meetings	BATs  Classroom Walkthroughs
6	Interested teachers will apply for grants to purchase extra manipulatives, programs or math supplemental materials, to enhance their teaching of math.	Grant Committee	Number of grants awarded	Grant Feedback
7	First in Math will be used by every student in grades 3-5 to enrich and/or remediate math skills.	Asst Principal Team Leaders Math Focus Group	Math Focus Groups discussion  Team Meetings	Web based data
8	FCAT Explorer will be used by all students in grade 5 to supplement and reinforce benchmark instruction and practice	Asst Principal Team Leaders Math Focus Group Classroom Teacher	Math Focus Groups discussion  Team Meetings	Web based data
9	Students will have an opportunity to learn real-world math skills by opening a Rocky Raccoon savings account with our Partner In Education Power Financial Credit Union and make monthly deposits by participating in "Gator Teller Days."	Asst Principal Team Leaders Math Focus Group Partnership Chair	Partnership Committee Meetings	Reports from Power Financial  Classroom data

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 73% of students in the lowest 25% made learning gains in math.		In grades 3-5, 76% of students in the lowest 25% will make learning gains in math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the lowest 25% will be taught using interventions listed on the Struggling Math Chart.	Principal  Team Leaders  Math Focus Group	Classroom Walkthroughs data  Focus Group discussion	Classroom walkthroughs  Focus Group Meetings  Leadership Team Meetings
2	Students in the lowest 25% will participate in math tutorial programs and use math manipulatives to assess, remediate and maintain and/or enhance individual instruction.	Principal  Team Leaders  Math Focus Group	Classroom Walkthroughs data  Focus Group discussion	Classroom walkthroughs  Focus Group Meetings  Leadership Team Meetings

3	Students in the lowest 25% will receive differentiated instruction.	Principal Team Leaders Math Focus Group	Classroom Walkthroughs data Focus Group discussion	Classroom walkthroughs Focus Group Meetings Leadership Team Meetings
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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
In grades 3-5, 94% of students will score level 3 or above on the 2009 administration of the FCAT Mathematics.	New Math Standards	District	September 09	Classroom Walkthroughs Data Chats Lesson Plans	Principal Team Leaders Math Focus Group
In grades 3-5, 94% of students will score level 3 or above on the 2009 administration of the FCAT Mathematics.	All teachers new to a grade level will have the opportunity to receive training in Harcourt Math and/or attend the Math Critical Content workshop to ensure instructional focus in the area of mathematics	District	Ongoing	Classroom walkthroughs Data Chats Professional Development Reports	Principal Team Leaders Professional Development Committee
In grades 3-5, 76% of students in the lowest 25% will make learning gains in math.	More effective use of diagnostic and remediation tools from the struggling math chart.	Math Focus Group Chair	September 09	Leadership Team Meetings Data Chats	Principal Asst Principal Team Leaders Math Focus Group Professional Development Committee

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math Series	General Budget	\$0.00
Harcourt Interventions	General Budget	\$0.00
Glencoe Math	General Budget	\$0.00
Leadership Resources	School Budget	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
Riverdeep, FCAT Explorer, Harcourt Online, Compass Learning	District Sources	\$0.00
First In Math	Accountability	\$2,902.00
		<b>Total: \$2,902.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes for Data Chats	Accountability	\$350.00
		<b>Total: \$350.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$3,252.00</b>

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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grade 5, 64% of students scored level 3 or above on the 2009 administration of the FCAT Science Test.		In grade 5, 68% of students will score level 3 or above on the 2009 administration of the FCAT Science Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Each grade level will have a grade specific science lab facility designed to reinforce the scientific process through hands-on experimentation and cooperative learning.	Principal Team Leaders Science Focus Group	Science Focus Group Discussions  Team Meetings	Mini BATs  Web based data
2	All grade levels will participate in a science special using hands-on activities and experiments to reinforce the scientific process.	Team Leaders Science Focus Group Science Resource Teacher	Science Focus Group Discussions  Team Meeting Minutes Leadership Team Meetings	Classroom Walkthroughs
3	All students will be exposed to grade level appropriate science vocabulary in their classrooms or grade-level labs, including but not limited to; word walls, journals, charts, etc.	Team Leaders Science Focus Group	Science Focus Group Discussions  Team Meeting Minutes Leadership Team Meetings	Classroom Walkthroughs
4	4th and 5th grade students will have the opportunity to participate in an after school enrichment program that will incorporate scientific research using nonfiction resources and the internet.	Asst Principal Science Focus Group Science Resource Teacher	Science Focus Group Discussions	Science Focus Group Discussion
5	All students will be exposed to science topics through reading different genres such as Time for Kids, Scholastic News, and National Geographic.	Principal Asst Principal Team Leaders Science Focus Group	Science Focus Group Discussions  Team Meeting Minutes Leadership Team Meetings	Science Focus Group Discussion
6	Students will be provided the opportunity to use technology through Compass Learning Odyssey to enhance science concepts, and vocabulary at their instructional level.	Asst Principal Team Leaders Science Focus Group Technology Teacher	Web based reports  Team Leader Meeting Minutes	Web based reports
7	K-2 classes will create a class science project, 3rd grade students will work in cooperative groups, and 4th-5th grade students will create an individual science project utilizing the scientific process through nonfiction resources and the internet to be presented at a Science Fair Night. Teachers and parents will be given support and a week-by-week calendar to help complete the science fair project.	Asst Principal Team Leaders Science Focus Group PTA	Science Focus Group Minutes  Team Meeting Minutes	Student Science Project Displays
8	5th grade students will be provided with materials to enhance their ability to develop strategies to respond to questions by using resources including, but not limited to; Measuring Up, FCAT Explorer, Science Dailies, Leadership Resources and	Asst Principal Team Leaders Science Focus Group	Science Focus Group Minutes  Team Meeting Minutes	Classroom Walkthroughs

	Science Special.			
9	Parents and students will be provided the opportunity to participate in science night activities. Science training will be offered to parents and students to learn about the New World Class Science Standards and how to master the Scientific Method for support of science instruction.	Principal Team Leaders Science Focus Group	Leadership Team Minutes	Sign-In Sheets
10	One member of each grade level will be trained in the "5-E" method of science instruction.	Principal Science Resource Teacher	Classroom Walkthroughs	Classroom Walkthrough data

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 5, 68% of students will score level 3 or above on the 2010 administration of the FCAT Science Test.	New Science Standards	Science Resource Teacher	August 09	Classroom Walkthroughs	Science Resource Teacher Asst Principal Professional Development Team
In grade 5, 68% of students will score level 3 or above on the 2010 administration of the FCAT Science Test.	Science Journal Writing	Science Resource Teacher	October 09	Classroom Walkthroughs	Asst Principal Science Resource Teacher Professional Development Committee
Teachers that have not been trained in the use of the science kits will have the opportunity to attend district training or receive training from the science focus team member on their grade level.	Science Kits	District Grade Level Representative	Ongoing	Classroom Walkthroughs	Science Focus Group Professional Development Team
Science training was provided to a focus team member from each grade level	Science Kits Scientific Method "5E" model of instruction.	Science Coach	August 09	Classroom Walkthrough Mini-BATS	Science Resource Teacher

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Science Series	General Budget	\$0.00
ScienceSaurus Workbooks	Accountability	\$250.00
Leadership Resources	School Budget	\$0.00
Hands-on Science Kits	District Resources	\$0.00
		<b>Total: \$250.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer, Compass Learning	District Resources	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Summer Institute Training on new science Standards	District Resources	\$0.00
Substitutes for Data Chats	Accountability	\$350.00
		<b>Total: \$350.00</b>
Other		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$600.00</b>

End of Science Goal

## Writing Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 4, 95% of students scored level 3.5 or above on the 2009 administration of the FCAT Writing Test.		In grade 4, 98% of students will score level 3.5 or above on the 2009 administration of the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in K-5 will demonstrate knowledge of content area concepts through the use of expository and narrative responses across all curricular areas.	Principal Asst Principal Team Leaders Writing Focus Group	Leadership Team Meetings Writing Focus Group Meetings	Student Samples Classroom Walkthroughs
2	Teachers may utilize BEEP to access writing prompts that align with the instructional focus calendar to assess students' ability levels and then create individualized lesson plans.	Principal Asst Principal Team Leaders Writing Focus Group	Leadership Team Meetings Writing Focus Group Meetings	Student Samples Classroom Walkthroughs
3	Teachers will implement the school-wide writing plan that outlines benchmarks at every grade level in order to demonstrate writing mastery. The map also includes a monthly monitoring piece for all students as well as differentiated instruction for ESE students and students needing additional assistance in writing.	Principal Asst Principal Team Leaders Writing Focus Group	Leadership Team Meetings Writing Focus Group Meetings	Student Samples Classroom Walkthroughs
4	All teachers will implement the teaching of vocabulary words to increase vocabulary and maintain continuous learning of new vocabulary words to enhance writing.	Principal Asst Principal Team Leaders Writing Focus Group	Leadership Team Meetings Writing Focus Group Meetings	Student Samples Classroom Walkthroughs
5	Students will employ the 5 step writing process as an instructional focus to learn organizational skills of writing.	Principal Asst Principal Team Leaders Writing Focus Group	Leadership Team Meetings Writing Focus Group Meetings	Student Samples Classroom Walkthroughs
6	Fourth grade students will participate in weekly writing seminars to refine writing skills.	Principal Asst Principal Team Leaders Writing Focus Group	Asst Principal Team Leaders Writing Focus Group Leadership Team Meetings Writing Focus Group Meetings	Leadership Team Meetings Grade Level Meetings

7	Students will participate in informal journal writing as a cross-curricular activity.	Principal Asst Principal Team Leaders Writing Focus Group	Asst Principal Team Leaders Writing Focus Group Leadership Team Meetings Writing Focus Group Meetings	Student Samples Classroom Walkthroughs
8	Students may receive writing assistance from peer tutors and writing buddies to improve writing performance. Teacher will conference with individual students to increase writing proficiency.	Principal Asst Principal Team Leaders Writing Focus Group Classroom Teacher	Asst Principal Leadership Team Meetings Writing Focus Group Meetings	Student Samples Classroom Walkthroughs
9	All classroom teachers will participate in grade level meetings to discuss expectations for curriculum in the area of writing.	Principal Asst Principal Team Leaders Writing Focus Group	Asst Principal Leadership Team Meetings Writing Focus Group Meetings	Grade Level Meeting Minutes
10	Students will have access to media resources for report writing, fair projects, literature projects and homework to apply in the writing process.	Principal Asst Principal Team Leaders Writing Focus Group Media Specialist	Asst Principal Leadership Team Meetings Writing Focus Group Meetings	Student Samples Classroom Walkthroughs
11	Students will participate in a variety of multicultural writing activities for a comprehensive understanding of culture including, but not limited to; African-American and Hispanic cultures, the Holocaust, and Women in history.	Principal Asst Principal Team Leaders Writing Focus Group Media Specialist Multi-Cultural Committee Chair	Asst Principal Leadership Team Meetings Writing Focus Group Meeting	Student Samples Classroom Walkthroughs
12	Students will utilize technology to create original works using various computer software including, but not limited to word processing software, PowerPoint, Kidspiration, Comic Life and Garage Band	Principal Asst Principal Team Leaders Writing Focus Group Technology Teacher	Asst Principal Leadership Team Meetings Writing Focus Group Meeting	Student Samples Classroom Walkthroughs
13	Third grade students will participate in weekly writing seminars to refine writing skills during the 4th quarter to prepare them for the fourth grade-writing curriculum.	Principal Asst Principal Team Leaders Writing Focus Group	Asst Principal Leadership Team Meetings Writing Focus Group Meeting	Leadership Team Minutes Grade Level Meeting minutes
14	All students will participate in "Wacky Wednesdays", the last Wednesday of the month when students will write to the same prompt. Prompts will be scored and reviewed to monitor students' writing progress.	Principal Asst Principal Team Leaders Writing Focus Group	Asst Principal Leadership Team Meetings Writing Focus Group Meeting	Classroom Walkthroughs Student Samples

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
				Team Meetings Curriculum	Principal

In grade 4, 98% of students will score level 3.5 or above on the 2009 administration of the FCAT Writing Test	School wide writing plan	District	October 09	Council Classroom Walkthroughs Student Samples	Asst Principal Writing Focus Group
In grade 4, 98% of students will score level 3.5 or above on the 2009 administration of the FCAT Writing Test	Third and fourth grade teams will have writing sessions to discuss teaching strategies that support the school wide plan four times per year.	In House	September 09	Grade Level Meeting Minutes	Asst Principal Team Leaders Writing Focus Group

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Six Traits of Writing		\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
K-5 School-wide writing plan	School resources	\$0.00
Substitutes for Data Chats	Accountability	\$350.00
		<b>Total: \$350.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$350.00</b>

End of **Science** Goal

**Parent Involvement Goal**

**Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:  
 Were parent involvement activities and strategies targeted to areas of academic need?  
 Based on information from surveys, evaluations, agendas, or sign-ins:  
 Was the percent of parent participation in school activities maintained or increased from the prior year?  
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent participation in grade level curriculum nights		75% of parents will participate in at least one curriculum night.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize several methods to advertise and promote the curriculum nights.	Team Leaders Asst Principal	Curriculum Night Participation	Sign In sheets
2	Curriculum nights will be revised to provide more hands on make-and-take opportunities for parents.	Focus Group	Parent Survey	Data from Parent Survey

**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
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

*End of Parent Involvement Goal*

**Other Goals**

No Other Goals were submitted for this school

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Harcourt Series	School Budget	\$0.00
Reading	QAR Six Minutes to Reading Harcourt/Trophies interventions	General Budget	\$0.00
Reading	Leadership Resources	School Budget	\$0.00
Mathematics	Harcourt Math Series	General Budget	\$0.00
Mathematics	Harcourt Interventions	General Budget	\$0.00
Mathematics	Glencoe Math	General Budget	\$0.00
Mathematics	Leadership Resources	School Budget	\$0.00
Writing	Six Traits of Writing		\$0.00
Science	Harcourt Science Series	General Budget	\$0.00
Science	ScienceSaurus Workbooks	Accountability	\$250.00
Science	Leadership Resources	School Budget	\$0.00
Science	Hands-on Science Kits	District Resources	\$0.00
			<b>Total: \$250.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Compass Learning Riverdeep FCAT Explorer BEEP	District Funds	\$0.00
Mathematics	Riverdeep, FCAT Explorer, Harcourt Online, Compass Learning	District Sources	\$0.00
Mathematics	First In Math	Accountability	\$2,902.00
Science	FCAT Explorer, Compass Learning	District Resources	\$0.00
			<b>Total: \$2,902.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitutes for Data Chats	Accountability	\$350.00
Reading	Reading Strategies in Phonemic awareness, Vocabulary, Comprehension, Phonics, Fluency and Oral Reading	School Budget	\$0.00
Mathematics	Substitutes for Data Chats	Accountability	\$350.00
Writing	K-5 School-wide writing plan	School resources	\$0.00
Writing	Substitutes for Data Chats	Accountability	\$350.00
Science	Summer Institute Training on new science Standards	District Resources	\$0.00
Science	Substitutes for Data Chats	Accountability	\$350.00
			<b>Total: \$1,400.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
			<b>Final Total: \$4,552.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

No 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.**

<b>Projected use of SAC Funds</b>	<b>Amount</b>
Substitutes to cover teachers for data chats. 1400.00	1400
Licenses for First in Math	2302
Purchase of 10 Sciencosaurus Workbooks	250
Supplies/Supplement for Fine Arts or the production of a play	600

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

The role of the School Advisory Council is to monitor the implementation of the S.I.P. This is accomplished by meeting every month. The S.A.C. reviews all results from the Focus Groups to make changes to the S.I.P if needed. The S.A.C. also allocates accountability funds for the upcoming school year and redistributes funds if necessary. Official minutes are kept of every S.A.C. meeting.

## SAC Members

### Members

- 1) Joseph Balchunas, Principal
- 2) Mark Henderson, SAC Chair
- 3) Carmen Couch, Business Member
- 4) Gina Pensabene, Business Member
- 5) Gray Hardy, Business Member
- 6) Diane Romero, Parent
- 7) Graham Hitchen, Parent
- 8) Vivian Sielaff, Parent
- 9) Eric Garner, Parent
- 10) Sheryl Younes, Parent
- 11) Gerald Maier, Parent
- 12) Monica Iser, Parent
- 13) Cindy McIlroy, School Support Personnel
- 14) Vonda Oliver, School Support Personnel
- 15) Cynthia Woods, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CHAPEL TRAIL ELEMENTARY SCHOOL 2961													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 522 Math: 522		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	87	Y	88	Y			Y				NA	18	13	NA	15	12	NA	88	NA	86	NA	NA	
WHITE	100	Y	100	Y	90	Y	89	Y			Y				NA	17	10	NA	12	11	NA	90	NA	89	NA	NA	
BLACK	100	Y	100	Y		NA	NA	NA			NA				NA			NA			NA						
HISPANIC	100	Y	100	Y	86	Y	87	Y	93		Y				NA	18	14	NA	16	13	NA	85	NA	85	NA	NA	
ASIAN		NA		NA		NA	NA	NA			NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA	NA	NA			NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	76	Y	72	Y	87	94	Y				NA	33	24	NA	25	28	NA	81	NA	70	NA	NA	
ENGLISH LANGUAGE LEARNERS	98	Y	99	Y		NA	NA	NA			NA				NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA	NA	NA			NA				NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CHAPEL TRAIL ELEMENTARY SCHOOL 2961													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 538 Math: 538		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	82	Y	85	Y			Y				NA	18	18	NA	19	15	NA	76	NA	86	NA	NA	
WHITE	100	Y	100	Y	83	Y	88	Y			Y				NA	13	17	NA	15	12	NA	76	NA	89	NA	NA	
BLACK	100	Y	100	Y		NA	NA	NA			NA				NA			NA			NA						
HISPANIC	100	Y	100	Y	82	Y	84	Y	93		Y				NA	22	18	NA	20	16	NA	77	NA	84	NA	NA	
ASIAN		NA		NA		NA	NA	NA			NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA	NA	NA			NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	67	Y	75	Y	87	N					NA	35	33	NA	36	25	NA	75	NA	85	NA	NA	
ENGLISH LANGUAGE LEARNERS	98	Y	100	Y		NA	NA	NA			NA				NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA	NA	NA			NA				NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CHAPEL TRAIL ELEMENTARY SCHOOL 2961													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 629 Math: 629		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	82	Y	81	Y			Y				NA	22	18	NA	17	19	NA	78	NA	76	NA	NA	
WHITE	100	Y	100	Y	87	Y	85	Y			Y				NA	15	13	NA	12	15	NA	82	NA	75	NA	NA	
BLACK	100	Y	100	Y		NA	NA	NA			NA				NA			NA			NA						
HISPANIC	100	Y	100	Y	78	Y	80	Y	93		Y				NA	28	23	NA	21	20	NA	76	NA	77	NA	NA	
ASIAN		NA		NA		NA	NA	NA			NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA	NA	NA			NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	65	Y	64	Y	86	Y					NA	40	30	NA	29	36	NA	67	NA	70	NA	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA	NA	NA	90		NA				NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA	NA	NA			NA				NA			NA			NA						

## SCHOOL GRADE DATA

Broward School District CHAPEL TRAIL ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	91%	91%	95%	64%	341	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	83%	80%			163	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	73% (YES)	73% (YES)			146	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					650	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District CHAPEL TRAIL ELEMENTARY SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	87%	89%	91%	61%	328	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	72%	80%			152	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	66% (YES)	76% (YES)			142	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					622	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District CHAPEL TRAIL ELEMENTARY SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	87%	86%	92%	66%	331	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	72%	67%			139	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	64% (YES)	54% (YES)			118	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					588	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested