

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: INDIAN TRACE ELEMENTARY SCHOOL

District Name: Broward

Principal: Wanda Ross

SAC Chair: Matilde Cartaya

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-17-2009

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

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Educat
325 West Gaines Street
Tallahassee, Florida 32395

VISION and MISSION STATEMENTS

VISION: By June 2010, 100% of our students will demonstrate growth on or above grade level in the area of Reading.

MISSION: We believe the mission of Indian Trace Elementary School is to direct all students: to become lifelong learners, to achieve self-actualization, to establish harmony in the environment, to pursue global awareness, and to play a productive role in society.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Indian Trace Elementary School is located in a residential community on 12 acres of the western fringe of Broward County called Weston. The school was first established in August 1990, Indian Trace opened in a portable facility that it inhabited for one year. Opening in August 1991, this state of the art facility was a prototype featuring classroom buildings surrounding a central media center. The facility has grown to harbor an additional 10 portables.

Unique School Strengths for Next Year

The school has earned a total of 649 accountability points on the 2009 FCAT, which assisted in maintaining the school grade of an "A".

The stable staff, advanced degrees, and community demographics are some of the many contributing factors necessary to maintain an "A" school grade.

The school's principal, assistant principal and lead teachers all participate in in-house professional development sessions and mentoring throughout the year.

Unique School Weaknesses for Next Year

Budget cuts have jeopardized the school's ability to update its' current technology. Resources for funding computer refresh are no longer available leaving staff frustrated in their ability to upgrade technology.

Student Demographics

Indian Trace Elementary School serves a multi-ethnic school population that consists of approximately 714 students. Student body is composed of 56% White, 2% Black, 36% Hispanic, 3% Asian, and 3% Multi-racial. Additionally, 11% are classified Free and Reduced Lunch, 13% are classified as English Language Learners (ELL), and 14% E.S.E.

Student Attendance Rates

Indian Trace Elementary maintained a steady attendance overall.

Attendance Rates:

2006-07 95.70% 2007-08 95.50% 2008-09 95.70%

Student Mobility

Mobility Rate is 12%.

Student Suspension Rates

N/A

Student Retention Rates

Approximately .34% retention rate.

Class Size

PK-3 grades average 16.57%
4-5 grades average 21.13%

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Partnerships: Atlas Packaging, Broward Sheriff's Office, Law Offices of William C. Ruggiero, Alberto Herrada DPM, Precision Prop Technology, Inc. - They all provide materials, financial support, participate in curriculum development and SAC.
Grant funding: Spanish, ESE programs/ materials

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	Wanda Ross	Elementary Ed. Masters Educational Leadership ESOL Early Childhood	13	15	Principal of Indian Trace Elementary in 2008-09: Grade: A, 92% of students are Reading at or above grade level, 75% of students making a year's worth of progress; 80% of struggling students making a year's worth of progress; 93% of students are Math at or above grade level, 76% of students making a year's worth of progress; 68% of struggling students making a year's worth of progress; 93% of the students are meeting state standards in Writing; 72% of the students at or above grade level in Science. 100% of criteria met for AYP 2007-08: Grade: A, 95% of students are Reading at or above grade level, 77% of students making a year's worth of progress; 77% of struggling students making a year's worth of progress; 95% of students are Math at or above grade level, 73% of students making a year's worth of progress; 81% of struggling students making a year's worth of progress; 97% of the students are meeting state standards in Writing; 75% of the students at or above grade level in Science. 100% of criteria met for AYP; 2006-07: Grade: A, 92% of students are Reading at or above grade level, 87% of students making a year's worth of progress; 79% of struggling students making a year's worth of progress; 92% of students are Math at or above grade level, 65% of students making a year's worth of progress; 71% of struggling students making a year's worth of progress; 99% of the students are meeting state standards in Writing; 68% of the students at or above grade level in Science. 100% of criteria met for AYP.
					AP of Indian Trace Elementary in 2008-09: Grade: A, 92% of students are Reading at or above grade level, 75% of students making a year's worth of progress; 80% of struggling students making a year's worth of progress; 93% of students are Math at or above grade level, 76% of students making a year's worth of progress; 68% of struggling students making a year's worth of progress; 93% of the students are meeting state standards in Writing; 72% of the students

Assis Principal	John Savage	Educational Leadership, Elementary Ed.	9	20	at or above grade level in Science. 100% of criteria met for AYP 2007-08: Grade: A, 95% of students are Reading at or above grade level, 77% of students making a year's worth of progress; 77% of struggling students making a year's worth of progress; 95% of students are Math at or above grade level, 73% of students making a year's worth of progress; 81% of struggling students making a year's worth of progress; 97% of the students are meeting state standards in Writing; 75% of the students at or above grade level in Science. 100% of criteria met for AYP; 2006-07: Grade: A, 92% of students are Reading at or above grade level, 87% of students making a year's worth of progress; 79% of struggling students making a year's worth of progress; 92% of students are Math at or above grade level, 65% of students making a year's worth of progress; 71% of struggling students making a year's worth of progress; 99% of the students are meeting state standards in Writing; 68% of the students at or above grade level in Science. 100% of criteria met for AYP.
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* 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	Linda Marks	Early Childhood, Elementary Ed. ESOL Gifted Reading (Fall '09)	9	9	2008-09: Grade A. Reading Mastery: 92%, Learning Gains: 75%, Lowest 25% Gains: 80%; All subgroups made AYP. 2007-08: Grade A. Reading Mastery: 95%, Learning Gains: 77%, Lowest 25% Gains: 77%; All subgroups made AYP. 2006-07: Grade A. Reading Mastery: 92%, Learning Gains: 87%, Lowest 25% Gains: 79%; All subgroups made AYP.
Math	Matilde Cartaya	Early Childhood, Elementary Ed. ESOL Gifted	9	1	2008-09: Grade A. Math Mastery: 93%, Learning Gains: 76%, Lowest 25% Gains: 68%; All subgroups made AYP. 2007-08: Grade A. Math Mastery: 95%, Learning Gains: 73%, Lowest 25% Gains: 81%; All subgroups made AYP. 2006-07: Grade A. 92%, Math Mastery: 92%, Learning Gains: 65%, Lowest 25% Gains: 71%; All subgroups made AYP.
Writing	Marla Koche	Elementary Ed. ESOL Gifted	7	1	2008-09: Grade A Writing Mastery 93% 2007-08: Grade A Writing Mastery 97% 2006-07: Grade A Writing Mastery 99%
Science	Dr. Arlene Amarant	Early Childhood Elementary Ed. Biology General Science Reading ESOL Gifted National Board Certified	5	5	2008-09: Grade A Science Mastery 72% 2007-08: Grade A Science Mastery 75% 2006-07: Grade A Science Mastery 68%

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1. Learning Community	Principal	May 2010	
2. New Educator Support System (NESS)	Reading Resource Specialist	May 2010	
3. Summer training	Principal	August 2009	
4. Ongoing Workshop	Principal	May 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Cynthia Dubuc	1 - 6	4	ESOL – out of field

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
49	0	6	30	61	42	99	4	10	99

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Marc Horowitz	Arlene Amarant	Grade level change	Coaching/ guiding
Linda Marks	Matilde Cartaya	Grade level change	Coaching/ Curriculum support
Marla Koche	Evangelina Theobald	Grade level change	Coaching/ writing instruction
Michelle Warner	Genny Desvergunat	Grade level change	Coaching/ guiding

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Services are provided through the district education materials and ELL district support services to improve the education of the English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The school offers through BSO – STAR / Guidance a non-violence and anti-drug program to all the students throughout the year.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, conducts assessment skills of school staff, ensures implementation of support and documentation, ensures adequate professional development of support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Grade Level Team Leaders: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2 activities.

Instructional Coaches Reading/Math/Science: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered at risk; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Resource Person: Provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1 and 2 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

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

The Leadership Team will focus on developing and maintaining a problem-solving system to bring the best in our school, our teachers, and our students.

The team will meet once a month to engage in the following activities:

- Review data and link to instructional decisions
- Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

- Identify professional developments and resources
- Collaborate regularly
- Problem solve
- Share effective practices
- Evaluate implementation
- Make decisions
- Facilitate the process of increasing, and making decisions about implementation.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1 and 2 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: DIBELS, Florida Comprehensive Assessment Test (FCAT), Benchmark assessment
 Progress monitoring: FCAT simulation, mini-benchmarks
 Midyear: Diagnostic Assessment for Reading (DAR), Benchmark assessment
 Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.
 Topics will include;

- Data-based decision making
- Supporting and evaluating interventions
- Problem solving

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Across all grade levels, students are performing at district and state averages in Math, Reading, Writing and Science.
 91% of the 4th grade students meet standards in writing. 89% of 3rd, 4th, and 5th grade students meet standards in math.

Weaknesses: Across the grade level the lowest content area in reading is main idea/purpose. Both 4th and 5th grade scored lower in the content area in reading, compare/contrast.
 4th grade scored lower in the content area in math, number sense. 5th grade scored lower in the content area in math, algebraic thinking.

Instructional Calendar Development

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

The Instructional Focus Calendars 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 the disaggregated data results from the December Mid-Term Test.
 The 2009 FCAT results were utilized to develop the IFCs. Data results from the September Pre-Test, and December Mid-Term Test will also be utilized.
 Teachers will be responsible for modifying the instructional focus calendar for whole group lessons, and small groups/differentiated instruction.
 Benchmarks were selected as indicated by students' strengths and weaknesses, which measured by progress on class work assignments, assessments, and data results.
 The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, access the students' knowledge, and

then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting. Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers who are demonstrating signs of struggling with IFC implementation. Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches will provide additional assistance to the teacher. The teachers will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

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

Reading: Main Idea/ Purpose and Compare/ Contrast was the least proficient strand and will be given priority focus.
Mathematics: Number Sense and Algebraic thinking was the least proficient strand and will be given priority focus.

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

Once the FCAT scores were released, the administration determined student-learning gains by teacher and adjusted the master schedule to meet the needs of the students.
An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

DO

Direct the Instructional Focus

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

Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.
Teachers will meet weekly for grade level meetings and will meet monthly during Professional Learning Communities to share best practices and resources.

How are instructional focus lessons developed and delivered?

The instructional coaches for each subject area based on a review of previous assessments where students were struggling provided focus lessons.
The focus lessons selected by the instructional coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.
The 5 to 10 minute focus lessons will be taught at the beginning of each class period.
Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. In the future, depending on need.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised or re-taught.
Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons, as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

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.

Mini-assessments based on the focus lessons will be administered.
Ten questions per Benchmarks will be utilized for assessment purposes.
The assessments will be administered on a monthly basis.

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

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.
The assessment results will be used to determine the instructional focus of whole group lessons. An item-analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.
Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/ advanced instruction to students earning 80-100%.

Maintenance

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

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons, which will reinforce the skill and maintain the level of mastery.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly. The meeting will be facilitated by the team leader. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrator. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers either during the weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

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

State adopted textbooks are utilized in the core program. Resources and research-based intervention programs and materials approved by the state are used to provide interventions and intense of instruction.

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

Resources from the state adopted textbooks, which are designed for intensive instruction will be utilized. Computerized programs or instructional software (Success Maker), in addition to Internet instructional Web sites such as FCAT Explorer will also be used. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students' consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

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

Common areas of concern in the areas of instructional delivery, classroom management, as evidenced by administrators' observations, teacher surveys, and student data analysis, will determine the need for professional development sessions.

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

As a result of progress monitoring and observations students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/intervention. Students not making mastery will be offered assistance during the regular school day from instructional coaches, and personnel hired to provide tutorial services.

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

As personnel providing services to a student not making mastery will meet to discuss their evidence and documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance or behavior) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine effectiveness of supplemental instruction.

Enrichment

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

Students who typically exceed mastery levels participate in the school's gifted program.

Describe how students are identified for enrichment strategies.

FCAT results, screenings, student progress, assessment results that demonstrate consistent proficiency are used to determine placement. Teacher recommendations are also taken into consideration. Parent conferences are held with the teacher to inform parents of expectations and student progress. Parental involvement is encouraged.

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)
Technology	Wanda Ross	monthly	Second Tuesday of the month	New Programs
Reading	Wanda Ross	monthly	Third Tuesday of the month	Interventions

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

August orientation for incoming Kindergarten students and parents.

Kindergarten Round-up held in May for parents and pre – school children who will transition to kindergarten in the fall receive an in depth orientation which includes introduction of key personnel and tour of school facilities emphasizing kindergarten areas. Each student receives a take-home packet to help them prepare for kindergarten expectations and procedures.

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 92% of students scored at or above grade level 3.		In grades 3-5, 94% of the students will achieve mastery for reading on 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement mini-benchmarks to evaluate and monitor student progress.	1. Principal and Reading Coach	1. Review data spreadsheets to ensure teachers are assessing students according to the created schedule.	1. Printout of assessments.
2	2. Include higher-order questions in lesson plans.	2. Principal and Reading Coach plans.	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted quarterly to Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
75% of students achieved learning gains on the 2009 administration of the FCAT Reading Test.		77% of students achieving learning gains for 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students Achievement Chats will be conducted with all students following mini- assessments.	1. Principal and Reading Coach	1. Administration will review log for Student Achievement Chats during walkthroughs.	1. Administrators will randomly ask students how they performed on their most recent assessments to determine if data chats are successful.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 80% of the lowest 25% made learning gains.		Increase the percentage learning gains of the lowest 25% to 82%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tier 1: Determine core instructional needs by reviewing (Florida Assessment for Instruction in Reading) assessment data for all lower 25%. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	1. Reading Coach	1. Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	1. FAIR OPM will be used to determine form Benchmark 1 towards Benchmark 2.
2	2. Tier 2: Plan supplemental instruction/intervention for	2. Reading Coach	2. Student progress is assessed using FAIR	2. FAIR OPM data and DIBELS data will be used to

students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, guided practice and independent practice.	Ongoing Progress Monitoring (OPM) every 20 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	determine progress from Benchmark 1 towards Benchmark 2.
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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 the students will achieve mastery for reading on 2010 FCAT Reading Test.	Effective Implementation of Instructional Focus Calendar.	Reading Coach	August 2009	Lesson Plans Classroom Visits	Principal, Reading Coach
77% of students achieving learning gains for 2010 FCAT Reading.	Effective use of the Reading Coach's time.	District Language Arts Supervisor	August – September 2009	The coach's monthly log will be shared with Principal and Reading Coach.	Principal, Reading Coach, District Language Arts Supervisor
Increase the percentage learning gains of the lowest 25% to 82%	"Think-Pair-Share"	Reading Coach	September 2009	Focused walkthroughs with Principal and Reading Coach to observe the frequency and effectiveness of "Think-Pair-Share" activities.	Principal, Reading Coach

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Quick Reads	SAC funding	\$600.00
		Total: \$600.00
Technology		
Description of Resources	Funding Source	Available Amount
Read to Succeed Program/ Replenish Social Studies materials	P.T.A. Funding	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Teacher Training - substitute pay	School Accountability Funds	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No data	No data	\$0.00
		Total: \$0.00
		Final Total: \$4,100.00

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 93% of students scored at or above grade level 3.		In grades 3-5, 95% of the students will achieve mastery for math on 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Common Board configuration including objectives, essential questions, date agenda, and homework assignment.	1. Principal, Math Coach	1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1. Reports generated from walkthroughs.
2	2. Utilize FCAT/ Benchmark 1 data to identify students in the core curriculum needing intervention and enrichment.	2. Principal, Math Coach	2. Review student grouping frequently and ensure groups are redesigned to target the need of students based on assessment.	2. Progress of all students on assessment.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
76% of students achieved learning gains on the 2009 administration of the FCAT Math Test.		78% of students achieving learning gains for 2010 FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of technology based-programs, manipulatives and hands-on activities to reinforce mathematics concepts	1. Principal, Math Coach	1. Math Coach will assist teachers in creation of centers. Administration will ensure activities are implemented through classroom walkthroughs and monitoring of lesson plans.	1. Progress of all students on mini- assessment.
2	2. Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	2. Principal, Math Coach	2. Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	2. Increase achievement between assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math data, 68% of the lowest 25% made learning gains.		Increase the 2010 percentage learning gains of the lowest 25% to 70%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tier 1: Determine core instructional needs by reviewing common assessment data for all students within the bottom quartile. Plan differentiated instruction using evidence-based instruction/intervention within the math blocks.	1. Math Coach	1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark.	1. Common assessments tied to standards
2	2. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	2. Math Coach	2. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark.	2. Common assessments tied to standards administered bi-weekly.

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, 95% of the students will achieve mastery for reading on 2010 FCAT Math Test.	Effective Implementation of Instructional Focus Calendar	Math Coach	August 2009	Modeling of Lessons Classroom Visits	Principal, Math Coach
78% of students achieving learning gains for 2010 FCAT Math.	Effective Use of Manipulatives and Hands-on Activities	Math Coach	September 2009	Observation of center use and documentation in lesson plans	Principal, Math Coach
Increase the 2010 percentage learning gains of the lowest 25% to 70%	Differentiated Instruction	District Math Supervisor	All math teachers will participate in differentiated instruction training by October 2009.	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction/interventions within the math blocks.	District Math Supervisor, Principal, and Math Coach are responsible for monitoring the use of differentiated instruction in Math blocks.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
First in Math	School Accountability	\$4,308.48
Promethean Board/ nine laptops	School Accountability	\$15,971.00
		Total: \$20,279.48
Professional Development		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
		Final Total: \$20,279.48

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 72% of students scored at or above grade level 3.		Given instruction based on the Sunshine State Standards, 74% of the students will score three or above on the 2010 FCAT Science Assessment.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Utilize hands-on	1. Principal and	1. The created lab schedule	1. Improvement on the	

	laboratory experiments weekly using the district issued Science kits.	Science Coach	will be implemented with fidelity and monitored by Principal.	science mini-assessments
2	2. Provide real world Science experiences and engaging activities.	2. Principal and Science Coach	2. Teachers will require students to read and discuss a National Geographic article twice a week. Oral assessment will be reviewed by Science coach.	2. Improvement on the science mini-assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 72% of students scored at or above grade level 3.		Given instruction based on the Sunshine State Standards, 74% of the students will score three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tier 1: All students will complete hands-on lab activities weekly and use a common lab document to report science investigation.	1. Teachers	1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark.	1. Common mini-assessments tied to Florida Science Standards administered weekly.
2	2. Tier 2: Students not responding adequately to core instruction will be provided supplemental small group science instruction weekly for 30 minutes during homeroom.	2. Team leader, Science Coach	2. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark.	2. Common assessments tied to Florida Science Standards administered weekly.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 74% of the students will score three or above on the 2010 FCAT Science Assessment.	Florida's District Science Training	County	August 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed	Principal, Science Coach
Given instruction based on the Sunshine State Standards, 74% of the students will score three or above on the 2010 FCAT Science Assessment.	Florida's District Science Training	County	September 2009	Science Coach will attend the training and ensure strategies are implemented.	Principal, Science Coach Principal, Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
		Final Total: \$0.00

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, I Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On 2009 administration of the FCAT Writing test, 93% of students in 4th grade scored level 3.5 or above in writing.		On 2010 administration of the FCAT Writing Test, 95% of the 4th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will be instructed in the Six Traits of Effective Writing; All students will receive a pre-test to determine student strengths and weaknesses for the Development of a Focus Calendar; All pieces of writing will be dated, and recorded in a work folder for monitoring of growth across time.	1. Principal, Reading Coach, Writing Coach	1. A school wide consistent method of saving student samples will be established. During class time, student work folders will be accessible for Principal walkthrough monitoring.	1. Progress between the Pretest Prompt and Mid-year Prompt.
2	2. The revision and editing process will be explicitly taught and seen in students writing drafts.	2. Principal, Reading Coach, Writing Coach	2. Administration will monitor revision and editing process by reviewing student drafts.	2. Progress between the Pretest Prompt and Mid-year Prompt
3	3. Tier 1: students use the writing process daily; all writing will be dated, and recorded in a work folder for monitoring growth across time.	3. Principal, Reading Coach, Writing Coach	3. Students writing samples will be reviewed and scored weekly by teacher. Percent of students making adequate progress toward goal will be determined once a month by comparing writing trend data to expected rate of growth.	3. Scored writing samples will be used to determine progress between the Pre-test Prompt and the Mid-year Prompt.
4	4. Tier 1: The revision and editing process will be explicitly taught and seen in students writing drafts.	4. Principals, Reading Coach, Writing Coach	4. Students writing samples will be reviewed and scored weekly by teacher. Percent of students making adequate progress toward goal will be determined once a month by comparing writing trend data to expected rate of growth.	4. Scored writing samples will be used to determine progress between the Pre-test Prompt and the Mid-year Prompt.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On 2010 administration of the FCAT Writing Test, 95% of the 4th grade students will achieve a 3.5 or above.	Teaching the use of revision and editing strategies	Writing Coach	September 2009	Monitor student writing. The students will use hi-lighters to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Reading Coach, Writing Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		\$0.00

Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
\$0.00		
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
\$0.00		
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
\$0.00		
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
75% of students achieved mastery on the 2009 FCAT Reading Test.		77% of students will achieve mastery on 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Encourage families to participate in "Families Are Better readers" (F.A.B. readers)	1. Reading Coach	1. Collecting participation data and survey families.	1. Reading log parent signature.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
76% of students achieved mastery on the 2009 FCAT Math Test.		78% of students will achieve mastery on 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Each classroom Teacher discusses math expectation during parent-teacher orientation meeting.	1. Math Coach	1. Administration will review orientation-meeting logs.	1. 100% compliance
2	2. Each classroom teacher meets with parents during initial parent-teacher conference to discuss student's performance.	2. Math Coach	2. Administration will review initial conference forms.	2. Track student improvements on math assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
School staff survey indicated teachers communicated with 71% of parents monthly		Increase teacher communication with parents to 80% of their parents, monthly		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	1. Evaluate school parent surveys rating.	1. Principal	1. Collect feedback surveys form parents and teachers	1. Parent and Teacher surveys
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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
77% of students will achieve mastery on 2010 FCAT Reading Test.	Fluency, vocabulary, and comprehension strategies	Reading Coach	First Month of school	Monitor student work	Reading Coach
78% of students will achieve mastery on 2010 FCAT Math Test.	Math tips for Success	Math Coach	Second Month of school	Monitor student work	Math Coach
Increase teacher communication with parents to 80% of their parents, monthly	Effective two-way communication	Instructional coaches	Prior to start of school	PTA executive committee will participate in common planning with RTL team.	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Read, Read to Succeed	PTA	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
		Final Total: \$2,000.00

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	Quick Reads	SAC funding	\$600.00
Mathematics			\$0.00
Writing			\$0.00
Science			\$0.00
Parental Involvement			\$0.00
			Total: \$600.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read to Succeed Program/ Replenish Social Studies materials	P.T.A. Funding	\$2,000.00
Mathematics	First in Math	School Accountability	\$4,308.48
Mathematics	Promethean Board/ nine laptops	School Accountability	\$15,971.00
Writing			\$0.00
Science			\$0.00
Parental Involvement	Read, Read to Succeed	PTA	\$2,000.00
			Total: \$24,279.48
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Teacher Training - substitute pay	School Accountability Funds	\$1,500.00
Mathematics			\$0.00
Writing			\$0.00
Science			\$0.00
Parental Involvement			\$0.00
			Total: \$1,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	No data	No data	\$0.00
Mathematics			\$0.00
Writing			\$0.00
Science			\$0.00
Parental Involvement			\$0.00
			Total: \$0.00
			Final Total: \$26,379.48

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.

Projected use of SAC Funds	Amount
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Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) has an important function for the success of Indian Trace Elementary. Listed below are some of the SAC functions.

- Reach out to the community to obtain more partners
- Brain storm options for distribution of A+ funds
- Assist the school to create and analyze school surveys for parents, faculty, staff, and students.

SAC Members

Members

- 1) Wanda Ross , Principal
- 2) Matilde Cartaya , SAC Chair
- 3) Renell Schultz, Teacher
- 4) Marla Koche , Teacher
- 5) David Nissinoff , Business Member
- 6) Josh Bey , Business Member
- 7) Janice Meissner , Business Member
- 8) Annette Herrada , Parent
- 9) Lisa Ruggiero , Parent
- 10) Dana Isbitts , Parent
- 11) Patricia Maladonado , Parent
- 12) Corey Alles , Parent
- 13) Susan Franco-Velez , School Support Personnel
- 14) Linda Marks , Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward INDIAN TRACE ELEMENTARY SCHOOL 3181												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 366 Math: 366		2008-2009 School Grade ¹ : 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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	89	Y	91	Y			Y			NA	9	11	NA	7	9	NA	85	NA	86	NA		
WHITE	100	Y	100	Y	92	Y	93	Y			Y			NA	6	8	NA		7	NA	85	NA	84	NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	Y	84	Y	86	Y			Y			NA	13	16	NA	12	14	NA	83	NA	84	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y			NA				NA			NA			NA			NA						
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA				NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA				NA			NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward INDIAN TRACE ELEMENTARY SCHOOL 3181												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 387 Math: 387		2007-2008 School Grade ¹ : 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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	91	Y	93	Y			Y			NA	12	9	NA	10	7	NA	80	NA	86	NA		
WHITE	100	Y	100	Y	94	Y		Y			Y			NA	7	6	NA	7		NA	81	NA	88	NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	Y	87	Y	88	Y			Y			NA	19	13	NA	15	12	NA	83	NA	83	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y			NA				NA			NA			NA			NA						
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	74	Y	79	Y			NA			NA		26	NA		21	NA					NA	
STUDENTS WITH DISABILITIES	99	Y	99	Y	80	Y	87	Y			NA			NA	23	20	NA	10	13	NA	80	NA	77	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward INDIAN TRACE ELEMENTARY SCHOOL 3181												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 406 Math: 406		2006-2007 School Grade ¹ : 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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	88	Y	90	Y			Y			NA	12	10	NA	8	10	NA	85	NA	79	NA		
WHITE	100	Y	100	Y	93	Y	93	Y			Y			NA	6		NA	6	7	NA	90	NA	76	NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	Y	81	Y	85	Y			Y			NA	19	17	NA	11	15	NA	79	NA	82	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y			NA				NA			NA			NA			NA						
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA				NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	77	Y	90	Y			NA			NA		17	NA	16	10	NA	77	NA	77	NA		

SCHOOL GRADE DATA

Broward School District INDIAN TRACE ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	92%	93%	93%	72%	350
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
% of Students Making Learning Gains	75%	76%			151
3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 					

						1 or 2
Adequate Progress of Lowest 25% in the School?	80% (YES)	68% (YES)			148	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					649	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District INDIAN TRACE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	95%	97%	75%	362	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	77%	73%			150	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	81% (YES)			158	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					670	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District INDIAN TRACE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	92%	99%	68%	351	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	87%	65%			152	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	71% (YES)			150	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					653	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested