

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: FOX TRAIL ELEMENTARY SCHOOL

District Name: Broward

Principal: Ms. Lynn O. Burgess

SAC Chair: Ms. Monica A. Tosco

Superintendent: Mr. James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-15-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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VISION and MISSION STATEMENTS

Mission – By 2010, 72% of students will be proficient in the area of reading and 74% of students will be proficient in the area of math.

Vision – By 2015, all students will be proficient in the area of reading and math which will be attained through the use of technology and project based learning.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Our school is ten years old servicing a blend of students who live in high, middle, and low income developments. There are 116 total staff members at our school, 79 of those being teachers. The majority of the teaching staff has less than 10 years experience. To best meet individual needs, students learn through differentiated instruction in the classroom.

Unique School Strengths for Next Year

- Teachers utilize differentiated instruction to reach all students' needs.
- Promethean boards are in 100% of our classrooms.
- All of our teachers are Highly Qualified.
- We have 7 National Board Certified Teachers.
- Our teachers are involved in various Professional Learning Communities that share ideas for the development of our School Improvement Plan.
- Our school has an extremely dedicated Parent/Teacher/Student Association.
- Our school has a large number of Community Partnerships that offer a wide-range of educational services.
- Our fifth grade team has departmentalized to better meet the instructional needs of students.
- Our school has begun our paperless transformation.
- We provide an Autistic Cluster to meet the needs of children with Autism.

Unique School Weaknesses for Next Year

- Due to budget cuts, we have lost Math and Science as a special available to all students.
- Due to budget cuts, we have lost various staff members that have made a positive impact in our school environment.
- We are still awaiting the completion of our single-point entry to ensure safety throughout the school.
- Our school is still striving to incorporate a variety of 21st century technology in every classroom.

Student Demographics

Female: 2007 – 48.3%; 2008 - 47.2%; 2009 – 46.8%
Male: 2007 – 51.6%; 2008 – 52.7%; 2009 – 53.1%
White: 2007 – 61.9%; 2008 – 60.1%; 2009 – 59.9%
Black: 2007 – 6.92%; 2008 – 8.02%; 2009 – 8.12%
Hispanic: 2007 – 24.6%; 2008 – 24.4%; 2009 – 24.5%
Asian: 2007 – 3.74%; 2008 – 4.21%; 2009 – 4.14%
Native American: 2007 – 8.14%; 2008 – 0.16%; 2009 – 8.46%
Multiracial: 2007 – 2.60%; 2008 – 3.00%; 2009 – 3.13%
Free/Reduced Lunch: 2007 – 19.7; 2008 – 20.1%; 2009 – 25.0%
ELL: 2007 – 6.75%; 2008 – 4.54%; 2009 – 7.61%

ESE: 2007 – 12.4%; 2008 – 15.4%; 2009 – 14.2%

Student Attendance Rates

2007 – 94.90%; 2008 – 94.70%; 2009 – 94.70%

Student Mobility

2007 – 10.7%; 2008 – 9.70%; 2009 – 13.20%

Student Suspension Rates

2007 – 0.80%; 2008 – 0.60%; 2009 – 1.10%

Student Retention Rates

2007 – 2.62; 2008 – 1.78; 2009 - 1.90%

Class Size

Pk – 3 Average: 2007 – 16.68%; 2008 – 16.97%; 2009 – 17.27%
4 – 8 Average: 2007 – 20.77%; 2008 – 21%; 2009 – 20.7%
9 – 12 Average: 2007 – 0%; 2008 – 0%; 2009 – 0%

Academic Performance of Feeder Pattern

Not applicable

Partnerships and Grants

Partnerships
After School Programs, Inc. – ASP donates snacks for FCAT Reading and Math Camp.
Beef O’ Brady’s Family Sports Pub – Beef O’ Brady’s provides the school with coupons for student of the month (60 per month) and honor roll report cards as an incentive award. They also provide food donations for a mentoring program event. Two \$10 gift certificates are donated for a school raffle.
Kaboom’s Amusement and Party Center – Kaboom’s provides students with free tokens as rewards for honor roll report cards and also donate free token coupons for student achievement. They host a Family Fun Night Fundraising Event.
Landlubbers Grill – Landlubbers hosts a week long family night where proceeds benefit the school. The chorus is invited to perform during this week.
Dairy Queen – Dairy Queen provides coupons for student incentives, raffles, honor roll, and student of the month. Dairy Queen Night raises funds for our school.
Publix Supermarkets, Inc. – Publix provides the school with gift cards, vouchers, and supplies for school events and rewards. They provide staff to volunteer for Career Day. They also partner with the school in a Publix Math Week event where the students are able to answer real-life math problems to reinforce skills learned in class.
Papa John’s Pizza – Papa John’s offers a monthly family night where 15% of the proceeds go directly back to the school. They donate food and coupons for student reward celebrations.

Grants
The Broward Education Foundation Impact II Disseminator and Adapter Grants - \$400-1000 a year for projects and supplies in our classroom.
Name My County Grant - The grant was adapted from the Name My State grant. It incorporates Florida History to teach social studies.
And The Winner Is... Grant - It is a Biography grant where students read a biography of a famous person and create awards for that person thereby sharing their research information in the form of an academy award ceremony.
Let The Games Begin Grant – It is a Reading grant where Chess and Scrabble are tied into novels such as Frindle, Castle in the Attic, The Westing Game, etc. Students create original game boards as book reports and read books with a game theme.
Name My State! Grant - Third graders research states and present their information in the form of a rap.
Kites R Us Grant - Adapted another teacher’s idea. It involved vocabulary activities for 3rd-5th graders.
The Amazing Race Through Space Grant - \$400 dollars was given to buy supplies for students make their games. Money can be used towards crafts and any learning resources (videos, CD-roms, books, etc.).

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 *
					2008-2009 Data –

Principal	Ms. Lynn O. Burgess	MS – Educational Leadership, Nova Southeastern University; BS – Education of Emotionally Handicapped; University of South Florida; ESOL Endorsement	1	6.5	School Grade – A AYP – Yes Reading Mastery: 80% Math Mastery: 84% Writing Mastery: 91% Science Mastery: 51% 2003-2008 Data - Previous school – Welleby Elementary School Position: Assistant Principal/Intern Principal/Interim Principal School Grade – A AYP - Yes
Assis Principal	Mrs. Suzanne C. Nelson	MS – Educational Leadership, Nova Southeastern University; BS – Primary Education; Florida State University	5	5	2008-2009 Data: See above data 2007-2008 Data: School Grade – A AYP – Yes Reading Mastery: 80% Math Mastery: 87% Writing Mastery: 92% Science Mastery: 54% 2006-2007 Data: School Grade – A AYP – Yes Reading Mastery: 80% Math Mastery: 84% Writing Mastery: 93% Science Mastery: 56% 2005- 2006 Data: School Grade – A AYP – Yes Reading Mastery: 81% Math Mastery: 81% Science Mastery: 46%

* 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	Mrs. Sharon B. Rapheal	BA – Education, Brooklyn College; MS – Reading, Florida International University Ed.S. - Curriculum & Instruction, Florida International University Early Childhood Ed. Elementary Ed. Reading K-12 ESOL Endorsed	4	10	See above data 2004-2005 Data: Previous School – Riverside Elementary School School Grade – A AYP - Yes

* 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)
In-house trainings based on participant needs	Reading Specialist- Sharon Rapheal	Ongoing	
Sharing of Best Practices	Reading Specialist- Sharon Rapheal	Ongoing	
Common planning time within grade levels	Assistant Principal- Suzanne Nelson	Ongoing	
Peer buddy support within grade levels	Grade Level Team Leaders- K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon;	Ongoing	

	ESE-Ivy Rauch; Specials- Sharon Rapheal		
Monthly Meetings - topics of interest and need	NESS Liaison- Sharon Rapheal	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Not applicable	Not applicable	Not applicable	Not applicable

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
78	0	27	49	23	37	100	6	9	53

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Camille Dinally	Ashi Ahmed	Ms. Ahmed is new to the school and will take part in Induction Support Group meetings to provide a smooth transition. Moreover, Ms. Ahmed will be paired with Mrs. Dinally to provide assistance with school routines, scheduling, and other questions to enhance a collaborative learning environment that fosters the needs of all students.	<ul style="list-style-type: none"> • Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
Dawn Moore	Cathy Ramirez	Ms. Ramirez is new to the school and will take part in Induction Support Group meetings to provide a smooth transition. Moreover, Ms. Ramirez will be paired with Mrs. Moore to provide assistance with school routines, scheduling, and other questions to enhance a collaborative learning environment that fosters the needs of all students.	<ul style="list-style-type: none"> • Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
		Ms. Reed is new to the school and	

Dawn Moore	Angela Reed	will take part in Induction Support Group meetings to provide a smooth transition. Moreover, Ms. Reed will be paired with Mrs. Moore to provide assistance with school routines, scheduling, and other questions to enhance a collaborative learning environment that fosters the needs of all students.	<ul style="list-style-type: none"> • Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
Megan Rask	Kathleen Uhl	Ms. Uhl is new to the school and will take part in Induction Support Group meetings to provide a smooth transition. Moreover, Ms. Uhl will be paired with Ms. Rask to provide assistance with school routines, scheduling, and other questions to enhance a collaborative learning environment that fosters the needs of all students.	<ul style="list-style-type: none"> • Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
Marianne Labon	Lucio Garay	Mr. Garay is new to the school and will take part in Induction Support Group meetings to provide a smooth transition. Moreover, Mr. Garay will be paired with Mrs. Labon to provide assistance with school routines, scheduling, and other questions to enhance a collaborative learning environment that fosters the needs of all students.	<ul style="list-style-type: none"> • Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
		Mrs. Maher has been moved from the Science Special to fifth grade and will be paired with	

Marianne Labon	Marla Maher	Ms. Labon to enhance her knowledge of the fourth grade curriculum while learning various tools and strategies to strengthen classroom goals and maximizing student achievement pertaining to the new grade level.	<ul style="list-style-type: none"> • Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
Marianne Labon	Cherie Sanders	Ms. Sanders is new to the school and will take part in Induction Support Group meetings to provide a smooth transition. Moreover, Ms. Sanders will be paired with Mrs. Labon to provide assistance with school routines, scheduling, and other questions to enhance a collaborative learning environment that fosters the needs of all students.	<ul style="list-style-type: none"> • Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
Marianne Labon	Lane Tucker	Mr. Tucker is new to the school and will take part in Induction Support Group meetings to provide a smooth transition. Moreover, Mr. Tucker will be paired with Mrs. Labon to provide assistance with school routines, scheduling, and other questions to enhance a collaborative learning environment that fosters the needs of all students.	<ul style="list-style-type: none"> • Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Not applicable

Title I, Part C- Migrant

Not applicable

Title I, Part D

Not applicable

Title II

Not applicable

Title III

Not applicable

Title X- Homeless

Counseling is provided for homeless children both in and out of school. Social and psychological services are offered to meet students' individual needs. Students are provided with school supplies, uniforms, and additional items during special times of the year, including canned food and toy drives.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional reading instruction during the school day.

Violence Prevention Programs

All teachers, students, and parents are aware and have been trained in the Anti-Bullying Program and have the opportunity to report suspected acts of bullying anonymously through the school office. Additionally, students with personal concerns are able to meet with a member of the staff on the SAFE team.

Nutrition Programs

The students at Fox Trail Elementary participate in a Health/Wellness Program that includes a required 30-minute structured physical education activity, as well as a school-wide Fox Fitness video program, and a Third Grade Commit to be Fit program. Nutrition Education is offered as part of the Health/Wellness program at school.

Housing Programs

Not applicable

Head Start

Not applicable

Adult Education

Not applicable

Career and Technical Education

Not applicable

Job Training

Not applicable

Other

Not applicable

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Sharon Rapheal – Reading Specialist, Ivy Rauch – ESE Specialist, Ellen Harris – Guidance Counselor, Hillary Bozzuto – Guidance Counselor, Patricia Lumsden – School Psychologist.

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

The RtI Leadership team will meet on a monthly basis to monitor the goals of the School Improvement Plan and share best practices with the faculty that are research-based while providing interventions that can be used in the general education classroom.
The roles/functions of the RtI Leadership Team are as follows:

- Main function is to solve problems within the school related to academia, behavior, and exceptional education.
- Instructional coaches that help guide teachers through various interventions to help meet the needs of our diverse learners.
- Work as a collaborative team to combine our resources to meet the needs of all students.
- Monitor classroom instruction through Classroom Walkthroughs.

- Reflecting and providing feedback to teachers based on interventions.
- Goal is to maximize student performance.

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

As a result of the goals in our School Improvement Plan, the primary roles of the RtI Leadership Team are to:

- Evaluate the needs of all students using valid and reliable assessments.
- Foster positive student outcomes.
- Provide professional development through staff trainings and support.
- Identify skill deficits for all students.

RtI Implementation

Describe the data management system used to summarize tiered data.

The RtI Leadership Team will be critical, reflective decision-makers who analyze all aspects of each students' needs. The Leadership Team will collect and synthesize various forms of data including, but not limited to:

- Benchmark Assessments
- Mini-Benchmark Assessments
- FCAT Assessments
- SAT Assessments
- DIBELS
- Teacher Anecdotal Records
- Students Work Samples
- Teacher-designed assessments aligned with Sunshine State Standards

Describe the plan to train staff on RtI.

Our highly-qualified specialist teachers will train the faculty in their area of expertise. Teachers will also be trained in proper conferencing techniques, data analysis, proper intervention techniques to be used in the classroom, and the collection and monitoring of data through the three tiers.

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?

Third Grade

Reading: 80% (2008) to 81% (2009) of students showed proficiency.

- 2009 FCAT data shows that Reference/Research was our lowest strand with a mean of 66% of questions answered correctly.
- The mean percentages of the remaining three strands are as follows: Words/Phrases – 78%; Main Idea/Purpose – 71%; Comparisons – 78%.

Math: 88% (2008) to 90% (2009) of students showed proficiency.

- 2009 FCAT data shows that Number Sense and Measurement were our lowest strands with a mean of 75% of questions answered correctly.
- The mean percentages of the remaining three strands are as follows: Geometry/Spatial Sense – 86%; Algebraic Thinking – 83%; Data Analysis – 86%.

Fourth Grade

Reading: 84% (2008) to 80% (2009) of students showed proficiency.

- 2009 FCAT data shows that Comparisons was our lowest strand with a mean of 65% of questions answered correctly.
- The mean percentages of the remaining three strands are as follows: Words/Phrases – 86%; Main Idea/Purpose – 70%; Reference/Research – 75%.

Math: 90% (2008) to 84% (2009) of students showed proficiency.

- 2009 FCAT data shows that Geometry/Spatial Sense, Algebraic Thinking, and Data Analysis were our lowest strands with a mean of 71% of questions answered correctly.
- The mean percentages of the remaining two strands are as follows: Number Sense – 73%; Measurement – 75%.

Writing: 92% (2008) to 91% (2009) of students scored at or above a 3.5.

- 2009 FCAT data shows that the Narrative Writing score was an average of 4.1, while the Expository Writing score was an average of 4.4.

Fifth Grade

Reading: 76% (2008) to 78% (2009) of students showed proficiency.

- 2009 FCAT data shows that Words/Phrases and Reference/Research were our lowest strands with a mean of 67% of questions answered correctly.

- The mean percentages of the remaining two strands are as follows: Main Idea/Purpose – 71%; Comparisons – 73%.
Math: 82% (2008) to 78% (2009) of students showed proficiency.
- 2009 FCAT data shows that Measurement was our lowest strand with a mean of 64% of questions answered correctly.
- The mean percentages of the remaining four strands are as follows: Number Sense – 69%; Geometry – 69%; Algebraic Thinking – 73%; Data Analysis – 67%.
Science: 54% (2008) to 51% (2009) of students showed proficiency.
- 2009 FCAT data shows that Scientific Thinking and Earth/Space were our lowest strands with a mean of 62% of questions answered correctly.
- The mean percentages of the remaining two strands are as follows: Physical/Chemical – 67%; Life/Environment – 69%.

Instructional Calendar Development

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

- Grade levels create an Instructional Focus Calendar use year long Instructional Focus Calendars (IFCs) in the subjects of math, reading, science, social studies and language arts. These IFCs are adapted to target instructional skills and areas in need of improvement according to the 2008-2009 FCAT data.
- The Instructional Focus Calendar will be updated once data from the September and December Benchmark Assessments Tests is disaggregated.
- Teachers will continuously monitor the Instructional Focus Calendar through frequent student assessments and weekly team meetings.

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

Third Grade

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

Math: Number Sense and Measurement were the least proficient strands and will be given priority focus.

Fourth Grade

Reading: Comparisons was the least proficient strand and will be given priority focus.

Math: Geometry/Spatial Sense, Algebraic Thinking, Data Analysis were the least proficient strands and will be given priority focus.

Writing: Narrative Writing was the least proficient area and will be given priority focus.

Fifth Grade

Reading: Words/Phrases and Reference/Research were the least proficient strands and will be given priority focus.

Math: Measurement was the least proficient strand and will be given priority focus.

Science: Earth/Space and Scientific Thinking were the least proficient strands 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?

Each team meets weekly to assess the students' progress and review ongoing assessments (teacher-based tests, Mini BAT assessments, BAT assessment). Teams determine whether or not instructional strategies were successful and develop a plan for future instruction.

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

Learning objectives are introduced to students prior to instruction to provide the purpose for learning. The school incorporates the following instructional opportunities: project based learning, real life applications, hands-on activities, field trips, and technology.

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?

As an elementary school, career planning is offered through a school wide Career Day that shows students the variety of professions they can choose from. Additionally, middle school articulation visits, including magnet schools, are scheduled to orient fifth graders on their course selection options.

DO

Direct the Instructional Focus

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

Vertical teaming in Professional Learning Communities allows teachers opportunities to assess and align the curriculum

across grade levels.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed through collaborative team planning and discussions, Best Practices, and Professional Learning Communities.
Instructional focus lessons are delivered by the content area teacher and will be introduced after the previous lesson's review.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be monitored through teacher assessments and revised according to areas of weakness. Student mastery will determine the extent of revisions needed for each lesson.

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.

Assessments used to measure student progress are teacher made tests, textbook assessments, Mini BAT assessments, and BAT assessments.
Assessments will be administered weekly or as needed.

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

80% will be considered mastery because it will show sufficient understanding of material taught.
Remediation will be provided based on individual skills not mastered.
Students who have mastered skills will be provided with enrichment activities to meet their individual needs.

Maintenance

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

Data chats are conducted at weekly team meetings. The Instructional Focus Calendar is constantly modified to support instruction. Enrichment is discussed for higher students and instructional modifications are implemented for the struggling students.

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 have been provided with progress monitoring charts that are completed for students in need. Monthly data chats are scheduled to discuss student progress as well as strategies that can be implemented in the classroom to increase student achievement. Weekly team meetings allow teachers to consistently discuss assessments, instructional techniques, and curriculum. Best Practices offers opportunities for the faculty to learn from one another and enhance teaching in the classroom

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.

Classroom Walk-throughs are conducted on a consistent basis by administration and the leadership team. Feedback of trends is then shared with teachers during team meetings and faculty meetings. Monthly data chats are scheduled to continuously as an instructional monitoring tool.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core – McGraw-Hill Treasures (K-3); Harcourt Trophies (4-5)
 Supplemental – QuickReads (2-4), Super QAR (1-5), Great Leaps (K-2), Road to the Code (K-1), Fluency First (1-3), Trophies Interventions (4-5), Triumphs (1-3), Leveled Readers (K-5), SRA Labs, Multisequence drills, Best Practice in Reading (4-5)
 Intervention – Wilson (3-5), Foundations (1-3), Triumphs Phonics for Reading, Reading Milestones (2nd)

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

Students are screened, progress monitoring is reported, a diagnostic assessment is administered, and the outcome is analyzed. Programs are matched depending on student need.

K-2

Screening – Florida Assessments for Instruction in Reading, Treasures Oral Reading Fluency

Progress Monitoring – Rigby, IRI, Running Records, Treasures

Diagnostic – DAR

Outcome – SAT

3-5

Screening – IRI, BRI, Trophies Oral Reading Fluency, Treasures Oral Reading Fluency, Cool Tools

Progress Monitoring – IRI, BRI, Trophies Oral Reading Fluency, Treasures Oral Reading Fluency, BAT, Mini Assessments

Diagnostic – DAR

Outcome - FCAT

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

A teacher training needs survey is administered to all teachers. Professional development is scheduled according to the results of the survey.

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

In grades 3-5, any student scoring a Level 1 or 2 on the 2009 FCAT SSS will be targeted for intensive instruction/interventions. In grades 1-2, any student scoring below the 30th percentile on the SAT will be targeted for intensive instruction/interventions. In Kindergarten, all retained students will be targeted for intensive instruction/interventions.

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

Students will be screened, progress monitoring will be reported, a diagnostic assessment will be administered, and the outcome will be analyzed to ensure the effectiveness of the interventions provided throughout the year. Teachers will continuously assess students in the classroom to measure achievement and success with the interventions.

Enrichment

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

The gifted population in grades K-2 receive enrichment through a gifted endorsed teacher. A self-contained gifted program is offered for grades 3-5 with gifted endorsed teachers. All classrooms provide above level activities that target students in need of accelerated delivery methods. Technology is also used to enrich the curriculum, such as the GLIDES program used in classrooms throughout all grade levels.

Describe how students are identified for enrichment strategies.

Students are identified based on their success on formal assessments (SAT/FCAT) as well as assessments administered within the classroom.

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)
Reading Curriculum – Representation from each grade level (K-5), Reading Specialist	Sharon Rapheal – Reading Specialist	Monthly	1st Tuesday of the month – after school from 2:15 p.m. - 3:00 p.m.	Monitor the SIP plan and ensure its implementation; Monitor available data to suggest possible adjustments and instructional strategies.
Math - Representation from each grade level (K-5)	Ellen Cohen – Fifth Grade teacher	Monthly	1st Tuesday of the month – after school from 2:15 p.m. - 3:00 p.m.	Monitor the SIP plan and ensure its implementation; Monitor available data to suggest possible adjustments and instructional strategies; Coordinate Family Math Night.

Science - Representation from each grade level (K-5)	Marla Maher – Fifth Grade teacher	Monthly	1st Tuesday of the month – after school from 2:15 p.m. - 3:00 p.m.	Monitor the SIP plan and ensure its implementation; Monitor available data to suggest possible adjustments and instructional strategies; Coordinate Family Science Night.
Writing - Representation from each grade level (K-5)	Lesley Kluchin – Fourth Grade teacher	Monthly	1st Tuesday of the month – after school from 2:15 p.m. - 3:00 p.m.	Monitor the SIP plan and ensure its implementation; Monitor available data to suggest possible adjustments and instructional strategies.
Partners in Education - Representation from each grade level (K-5)	Lynda Borenstein - First Grade Teacher	Monthly	1st Tuesday of the month – after school from 2:15 p.m. - 3:00 p.m.	Monitor the SIP plan and ensure its implementation; Maintain positive and effective relationships with Community Partnerships; Schedule school events with Partners in Education.
Technology - Representation from each grade level (K-5), Technology Specialist	Cory Ruyan - Fourth Grade Teacher	Monthly	1st Tuesday of the month – after school from 2:15 p.m. - 3:00 p.m.	Monitor the SIP plan and ensure its implementation; Provide technology training for faculty; Assist faculty with technology usage.
Social Studies/ Multicultural - Representation from each grade level (K-5)	Tina Leung - Kindergarten Teacher	Monthly	1st Tuesday of the month – after school from 2:15 p.m. - 3:00 p.m.	Monitor the SIP plan and ensure its implementation; Coordinate school-wide Multicultural Fair.

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

- An orientation (Kindergarten Round-Up) is held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year. This is also an opportunity for families to register their children for the upcoming year.
- Orientation – Kindergarten students and parents take part in an orientation on the Friday prior to school starting to get important information for the start of school, visit their new classroom, meet their teacher, and meet their new classmates.
- Upon entering school, Kindergarten students will be administered the Florida Assessment for Instruction in Reading (FAIR).
- Kindergarten students are administered ongoing assessments to determine levels of instruction (Concepts of print, Letter recognition, Letter/sound recognition)
- Monthly tours are provided for incoming students throughout the year.

Postsecondary Transition

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

Not applicable

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		
In grades 3-5, 81% of students were proficient on the 2009 FCAT Reading assessment.		In grades 3-5, 83% of students will be proficient on the 2010 FCAT reading assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Include differentiated instructional levels and activities in daily lesson plans.	1. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE-Ivy Rauch; Specials-Sharon Rapheal; Reading Specialist-Sharon Rapheal	1. Lesson plans will be reviewed at weekly team meetings and by administration.	1. BAT, Mini-BATs, CWTs, and FCAT
2	2. Professional Development on Treasures series and Triumphs.	2. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE-Ivy Rauch; Specials-Sharon Rapheal; Reading Specialist-Sharon Rapheal	2. Follow-up activities from trainings will be discussed during Best Practices	2. BAT, Mini-BATs, CWTs, and FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 75% of students achieved learning gains on the 2009 FCAT Reading assessment.		In grades 3-5, 77% of students will achieve learning gains in Reading on the 2010 FCAT Reading assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Administrators and Leadership team will conduct data chats with teachers concerning all students following monitoring assessments.	1. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE-Ivy Rauch; Specials-Sharon Rapheal; Reading Specialist-Sharon Rapheal	1. Feedback from data chats will be logged.	1. BAT, Mini-BATs, CWTs, and FCAT

2	2. Teachers will implement the reading benchmarks in other content areas.	2. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE- Ivy Rauch; Specials-Sharon Rapheal; Reading Specialist-Sharon Rapheal	2. Administration will monitor implementation through classroom walkthroughs and lesson plans.	2. BAT, Mini-BATs, CWTs, and FCAT
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Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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In grades 3-5, all AYP sub-groups exceeded the required 65% proficiency indicator in the area of reading as determined by the FCAT reading assessment.	In grades 3-5, all AYP sub-groups will meet the required 72% proficiency indicator in the area of reading as determined by the FCAT reading assessment.
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	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Administrators and Leadership team will conduct data chats with teachers concerning all students following monitoring assessments.	1. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE- Ivy Rauch; Specials-Sharon Rapheal; Reading Specialist-Sharon Rapheal	1. Feedback from data chats will be logged.	1. BAT, Mini-BATs, CWTs, and FCAT
2	2. Teachers will use research-based strategies in reading to individualize instruction.	2. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE- Ivy Rauch; Specials-Sharon Rapheal; Reading Specialist-Sharon Rapheal	2. Lesson plans will be reviewed at weekly team meetings and by administration. Feedback from data chats will guide further instruction.	2. BAT, Mini-BATs, CWTs, and FCAT

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, 83% of students will be proficient on the 2010 FCAT reading assessment.	Third Grade Treasures	County	8/09-9/09	Classroom Walkthroughs, Planbooks	Administration-Lynn Burgess, Suzanne Nelson
In grades 3-5, all AYP sub-groups will meet the required 72% proficiency indicator in the area of reading as determined by the FCAT reading assessment.	Strategies for the Struggling Reader	County; Reading Specialist-Sharon Rapheal; Reading Leadership Team-Sharon Rapheal	Ongoing	Classroom Walkthroughs, Planbooks	Reading Specialist-Sharon Rapheal; Reading Leadership Team-Sharon Rapheal; Administration-Lynn Burgess, Suzanne Nelson

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

Not Applicable

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
FCAT Explorer	N/A	\$0.00
Treasures and Triumphs	Textbook Funds	\$0.00
Accelerated Reader	Internal Accounts	\$1,500.00
Double Dose Assistance	SAI Funds	\$26,000.00
		Total: \$27,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Accessories	PTSA/Capital Funding	\$6,000.00
GLIDES Materials	Capital Funding	\$2,000.00
Accelerated Reader	N/A	\$0.00
Treasures Training	N/A	\$0.00
		Total: \$8,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Treasures and Triumphs Training	Inservice	\$200.00
Promethean Board Training	N/A	\$0.00
Differentiated Instruction	N/A	\$0.00
Reading in the Content Area	N/A	\$0.00
Fluency Training	N/A	\$0.00
		Total: \$200.00
Other		
Description of Resources	Funding Source	Available Amount
Reading Camp	Partner in Education	\$5,000.00
Storybook Night	PTSA	\$500.00
		Total: \$5,500.00
		Final Total: \$41,200.00

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 students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 86% of students were proficient on the 2009 FCAT Math assessment.		In grades 3-5, 88% of students will be proficient on the 2010 FCAT Math assessment.		
	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 manipulatives and hands-on activities to reinforce mathematic concepts.	1. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE- Ivy Rauch; Specials-Sharon Rapheal; Reading Specialist-Sharon Rapheal	1. -Lesson plans will be reviewed at weekly team meetings and by administration. -Teachers will design and/or use assessments that incorporate the use of manipulatives.	1. BAT, Mini-BATs, CWTs, and FCAT
2	2. Incorporate and display	2. Principal-Lynn	2. Teachers will design	2. BAT, Mini-BATs, CWTs,

	appropriate math vocabulary in the classroom.	Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE-Ivy Rauch; Specials-Sharon Rapheal; Reading Specialist-Sharon Rapheal	and/or use assessments that incorporate the use of appropriate vocabulary.	and FCAT
3	3. All students will be given the opportunity to participate in Family Math Night to reinforce mathematic concepts.	3. Math Professional Learning Community Chairperson- Ellen Cohen	3. -Number of participants present at the event. -Students will be actively engaged during various math-related activities.	3. Students will have the opportunity to complete follow-up activities for each station.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 72% of students achieved learning gains on the 2009 FCAT Math assessment.		In grades 3-5, 74% of students will achieve learning gains in Math on the 2010 FCAT Math assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Administrators and Leadership team will conduct data chats with teachers concerning all students following monitoring assessments.	1. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE-Ivy Rauch; Specials-Sharon Rapheal	1. Feedback from data chats will be logged.	1. BAT, Mini-BATs, CWTs, and FCAT
2	2. Teachers will follow the Instructional Focus Calendar to ensure that all strands are met prior to testing.	2. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE-Ivy Rauch; Specials-Sharon Rapheal	2. Lesson plans will be reviewed at weekly team meetings and by administration.	2. BAT, Mini-BATs, CWTs, and FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, all AYP sub-groups exceeded the required 68% proficiency indicator in the area of math as determined by the FCAT Math assessment.		In grades 3-5, all AYP sub-groups will meet the required 74% proficiency indicator in the area of math as determined by the FCAT Math assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Administrators and Leadership team will conduct data chats with teachers concerning all students following monitoring assessments.	1. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE-Ivy Rauch; Specials-Sharon Rapheal	1. Feedback from data chats will be logged.	1. BAT, Mini-BATs, CWTs, and FCAT
2	2. Teachers will use research-based strategies in math to individualize instruction.	2. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE-Ivy Rauch; Specials-	2. Lesson plans will be reviewed at weekly team meetings and by administration. Feedback from data chats will guide further instruction.	2. BAT, Mini-BATs, CWTs, and FCAT

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, 88% of students will be proficient on the 2010 FCAT Math assessment.	Hands on Math/Manipulatives	County; Math Learning Community-Ellen Cohen	Ongoing	Classroom Walkthroughs, Planbooks, Data Chats	Administration-Lynn Burgess, Suzanne Nelson; Math Learning Community-Ellen Cohen
In grades 3-5, 88% of students will be proficient on the 2010 FCAT Math assessment.	Touch Math	County; Math Learning Community-Ellen Cohen	Ongoing	Classroom Walkthroughs, Planbooks, Data Chats	Administration-Lynn Burgess, Suzanne Nelson; Math Learning Community-Ellen Cohen

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Mountain Math	Instructional Materials	\$200.00
Singapore Math	N/A	\$0.00
FCAT Dailies	N/A	\$0.00
Sunshine Math	PTSA	\$800.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Accessories	PTSA/Capital Funding	\$6,000.00
eHarcourt	N/A	\$0.00
		Total: \$6,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Instruction	N/A	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Family Math Night	Accountability	\$1,500.00
Publix Math Week	Partner in Education	\$0.00
Math Club	General Fund	\$700.00
Math Camp	Partner in Education	\$4,000.00
		Total: \$6,200.00
		Final Total: \$13,200.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In grade 5, 51% of students were proficient on the 2009 FCAT Science assessment.		In grade 5, 53% of students will be proficient 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. Fifth grade will departmentalize to ensure that all students receive	1. Principal-Lynn Burgess; Kindergarten through Fifth Grade	1. Grade level science team will review assessment data to determine student	1. Mini-BATs, CWTs, and FCAT

	instruction covering all strands.	Classroom teachers	progress.	
2	2. Students will use graphic organizers such as concept maps and power notes to organize science material.	2. Kindergarten through Fifth Grade Classroom teachers	2. Teachers will review and evaluate science notebooks.	2. Mini-BATs, CWTs, and FCAT
3	3. Students will utilize hands-on experiments once a week using DELTA science kits.	3. Principal-Lynn Burgess; Team Leaders - K-Marcus Ferrara; 1-Joanna Rothstein; 2-Camille Dinally; 3-Dawn Moore; 4-Megan Rask; 5-Marianne Labon; ESE- Ivy Rauch; Specials-Sharon Rapheal	3. The experiment schedule will set up, followed and monitored by the principal.	3. Mini-BATs, Science Experiments, CWTs, and FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 5, 51% of students were proficient on the 2009 FCAT Science assessment.		100% of Kindergarten through fifth teachers will incorporate science regularly into the curriculum.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All grade level teachers will focus on the Broward County Curriculum Map incorporating the DELTA science kits to promote achievement on the Fifth Grade Science FCAT.	1. Principal-Lynn Burgess; Kindergarten through Fifth Grade Classroom teachers; Science Professional Learning Community Chairperson-Marla Maher	1. Lesson plans and experiment schedule will be monitored by the principal.	1. Teacher made tests and lab activity sheets will show student improvement/mastery of grade level benchmarks.
2	2. All grade level teachers will utilize available technology to enhance the curriculum (i.e. Promethean flipcharts, United Streaming, BECON broadcasts, BEEP)	2. Kindergarten Through Fifth Grade Classroom teachers	2. Teachers will review student understanding of material immediately following the presentation.	2. Teacher made reflections and/or tests.
3	3. Field trips will be used to introduce and/or reinforce grade level science benchmarks through real life experiences.	3. Kindergarten through Fifth Grade Classroom teachers; Field Trip Coordinator-varies	3. Teachers will review student understanding of field trip content immediately following the experience.	3. Teacher made reflections and/or tests.
4	4. All students will be given the opportunity to participate in a Family Science Night to support the scientific method.	4. Science Professional Learning Community Chairperson-Marla Maher	4. -Number of participants present at the event. -Students will be actively engaged during various science-related activities.	4. Students will have the opportunity to complete follow-up activities for each station.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
100% of Kindergarten through fifth teachers will incorporate science regularly into the curriculum.	Hands on Experiments	Science Learning Community-Marla Maher	Ongoing	Classroom Walkthroughs, Planbooks	Administration-Lynn Burgess, Suzanne Nelson; Science Learning Community-Marla Maher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
DELTA Science Kits	Instructional Materials	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount

BEEP, United Streaming	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Instruction	N/A	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Science Family Night	Accountability	\$1,000.00
Content Area Periodicals	Instructional Materials	\$6,000.00
		Total: \$7,000.00
		Final Total: \$12,000.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 4, 91% of students scored a Level 3.5 or above on the 2009 FCAT Writing Assessment.		In grade 4, 93% of students will score a Level 3.5 or above on the 2010 FCAT Writing Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will receive instruction on the writing process daily with a weekly writing prompt administered each Friday which will be dated and monitored for growth across time.	1. Principal-Lynn Burgess; Fourth Grade Classroom Teachers-Kimberly Palmieri, Niria Llanos, Cory Ruyan, Kathleen Uhl, Abbi Stoloff, Stacy Holland, Shannon Darnell, Megan Rask, Lesley Kluchin	1. A consistent method of saving student work will be established and teachers will use a standardized method of assessing the work to monitor progress.	1. Progress will be shown through the continuous monitoring of scored writing prompts throughout the year.
2	2. The revision and editing process will be taught and evident in student work.	2. Fourth Grade Classroom Teachers-Kimberly Palmieri, Niria Llanos, Cory Ruyan, Kathleen Uhl, Abbi Stoloff, Stacy Holland, Shannon Darnell, Megan Rask, Lesley Kluchin	2. Classroom teachers will monitor revisions and editing process by reviewing student drafts.	2. Progress will be shown through the continuous monitoring of scored writing prompts throughout the year.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Expository – 4.4 Narrative – 4.1		On the 2010 FCAT Writing assessment, the Narrative writing score will be equal to the Expository writing score.		
According to the 4th Grade FCAT Writing Assessment, students scored 0.3 less in Narrative Writing than in Expository Writing.				
	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 using the Narrative writing format through the reading series (Treasures/ Harcourt) throughout the year.	1. Principal-Lynn Burgess; Kindergarten through Fifth Grade Teachers; Writing Professional Learning Community Chairperson-Lesley Kluchin	1. A consistent method of saving student work will be established and teachers will use a standardized method of assessing the work to monitor progress.	1. Progress will be shown through the continuous monitoring of scored writing prompts throughout the year.

2	2. The Narrative Writing process will be explicitly taught across grade levels.	2. Principal-Lynn Burgess; Kindergarten through Fifth Grade Teachers	2. Teachers will submit Narrative writing samples to the principal for review.	2. Progress will be shown through the continuous monitoring of scored writing prompts throughout the year. Teachers will use the writing curriculum guide created by the school to evaluate student work.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
According to the 2009 School Wide Needs Assessment Survey, 94 % of parents polled are requesting additional training in the area of writing. 75% of families attended Open House during the 2008-2009 school year.		80% of parents will attend writing workshops administered by teachers during Open House.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Fourth Grade teachers will present strategies to help students with writing at home in conjunction with Open House.	1. Principal-Lynn Burgess; Fourth Grade Classroom Teachers- Kimberly Palmieri, Niria Llanos, Cory Ruyan, Kathleen Uhl, Abbi Stoloff, Stacy Holland, Shannon Darnell, Megan Rask, Lesley Kluchin	1. The 2010 School Wide Needs Assessment Survey will show a decrease in the number of parents in need of additional training.	1. Data taken from Open House on number of attendees.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 4, 91% of students scored a Level 3.5 or above on the 2009 FCAT Writing Assessment.		100% of Kindergarten through fifth teachers will incorporate writing support programs to enhance learning.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All students, including ESE and LEP students, will have the opportunity to participate in creative writing experiences such as journal writing, contests, poetry, Copper's Cove, our in-house publishing program, and Fox Trail's Writing Bulletin Board.	1. Principal-Lynn Burgess; Kindergarten through Fifth Grade Teachers	1. Classroom teachers will monitor revisions and editing process by reviewing student drafts.	1. Final product of writing experiences will show improvement in writing skills.
2	2. Writing Buddies -Third grade and fourth grade teachers will buddy up and work on writing strategies to allow third grade students to have a better foundation of writing.	2. Principal-Lynn Burgess; Third Grade Classroom Teachers- Devani Alpert, Lyan Forrester, Lana Onciu, Monica Tosco, Jennifer Lovisek, Michele Auerbach, Ashley Nelson, Karine Dunlap, Angela Reed, Cathleen Ramirez, Katherine Bryzek, Dawn Moore; Fourth Grade Classroom Teachers- Kimberly Palmieri, Niria Llanos, Cory Ruyan, Kathleen Uhl, Abbi Stoloff, Stacy Holland, Shannon Darnell, Megan Rask, Lesley Kluchin	2. Students will create a portfolio of activities completed during Writing Buddies.	2. Progress will be shown through the continuous monitoring of scored writing prompts throughout the year.

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Kindergarten through fifth teachers will incorporate writing support programs to enhance learning.	Broward County Writing Program	County; Writing Learning Community-Lesley Kluchin	Ongoing	Monitoring of writing samples by administration	Administration-Lynn Burgess, Suzanne Nelson; Writing Learning Community-Lesley Kluchin

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
County Writing Program	Accountability	\$0.00
Writing Materials	General Funds	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
County Writing Program	Accountability	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Copper's Cove Publishing Program	PTSA	\$1,500.00
		Total: \$1,500.00
		Final Total: \$3,000.00

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		
According to 5-STAR documentation, 7% of families attended the school's academic family nights.		During the 2009-2010 school year, 15% of parents will participate in one or more of the school's academic family nights.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Academic family nights will be advertised using a variety of methods including, but not limited to: flyers, student agendas, e-mails, school/teacher websites, and phone link.	1. Principal-Lynn Burgess; Math Chairperson-Ellen Cohen; Science Chairperson-Marla Maher	1. Teachers/Volunteers will provide a sign-in sheet at each academic family night.	1. Documentation of number of attendees at academic family nights.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The school needs to increase parental volunteer involvement throughout the school.		By June 2010, the total number of documented volunteer service hours will equal at least two times the number of students attending the school.		

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Parent trainings on volunteer programs such as Meet the Masters, Copper's Cove (writing publishing program), Sunshine Math (Math Superstars), and any programs which support academic growth will be scheduled within our volunteer orientation.	1. Reading Specialist-Sharon Rapheal	1. Volunteer hours will be logged in the front office with the use of STAR.	1. Success rate of the academic programs within the school.
2	2. Parents will use the Great Leaps program to instruct students in the area of fluency/automaticity.	2. Reading Specialist-Sharon Rapheal	2. Classroom teachers will monitor improvements and provide additional support in the areas of need.	2. Weekly classroom assessments
3	3. The Reading Specialist will train the parent volunteers to properly use the Great Leaps program.	3. Reading Specialist-Sharon Rapheal	3. Classroom teachers will monitor improvements and provide additional support in the areas of need.	3. Weekly classroom assessments
4	4. Volunteers will be trained to properly organize and manage the Reading Resource Room.	4. Reading Specialist-Sharon Rapheal	4. The Reading Specialist will monitor the Reading Resource Room consistently to ensure that all materials are in place.	4. Observation of Reading Resource Room

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
During the 2009-2010 school year, 15% of parents will participate in one or more of the school's academic family nights.	Staff – How to Use Volunteers	Volunteer Liaison-Sharon Rapheal	8/09	Proof of volunteer hours	Volunteer Liaison-Sharon Rapheal
By June 2010, the total number of documented volunteer service hours will equal at least two times the number of students attending the school.	Volunteer Training – Opportunities for Parent Volunteering	Volunteer Liaison-Sharon Rapheal	9/09	Proof of volunteer hours	Volunteer Liaison-Sharon Rapheal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

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	FCAT Explorer	N/A	\$0.00
Reading	Treasures and Triumphs	Textbook Funds	\$0.00
Reading	Accelerated Reader	Internal Accounts	\$1,500.00
Reading	Double Dose Assistance	SAI Funds	\$26,000.00
Mathematics	Mountain Math	Instructional Materials	\$200.00
Mathematics	Singapore Math	N/A	\$0.00
Mathematics	FCAT Dailies	N/A	\$0.00
Mathematics	Sunshine Math	PTSA	\$800.00
Writing	County Writing Program	Accountability	\$0.00
Writing	Writing Materials	General Funds	\$500.00
Science	DELTA Science Kits	Instructional Materials	\$5,000.00
Parental Involvement	No Data	No Data	\$0.00
			Total: \$34,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Promethean Accessories	PTSA/Capital Funding	\$6,000.00
Reading	GLIDES Materials	Capital Funding	\$2,000.00
Reading	Accelerated Reader	N/A	\$0.00
Reading	Treasures Training	N/A	\$0.00
Mathematics	Promethean Accessories	PTSA/Capital Funding	\$6,000.00
Mathematics	eHarcourt	N/A	\$0.00
Writing	No Data	No Data	\$0.00
Science	BEEP, United Streaming	N/A	\$0.00
Parental Involvement	No Data	No Data	\$0.00
			Total: \$14,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Treasures and Triumphs Training	Inservice	\$200.00
Reading	Promethean Board Training	N/A	\$0.00
Reading	Differentiated Instruction	N/A	\$0.00
Reading	Reading in the Content Area	N/A	\$0.00
Reading	Fluency Training	N/A	\$0.00
Mathematics	Differentiated Instruction	N/A	\$0.00
Writing	County Writing Program	Accountability	\$1,000.00
Science	Differentiated Instruction	N/A	\$0.00
Parental Involvement	No Data	No Data	\$0.00
			Total: \$1,200.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Camp	Partner in Education	\$5,000.00
Reading	Storybook Night	PTSA	\$500.00
Mathematics	Family Math Night	Accountability	\$1,500.00
Mathematics	Publix Math Week	Partner in Education	\$0.00
Mathematics	Math Club	General Fund	\$700.00
Mathematics	Math Camp	Partner in Education	\$4,000.00
Writing	Copper's Cove Publishing Program	PTSA	\$1,500.00
Science	Science Family Night	Accountability	\$1,000.00
Science	Content Area Periodicals	Instructional Materials	\$6,000.00
Parental Involvement	No Data	No Data	\$0.00
			Total: \$20,200.00
			Final Total: \$69,400.00

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
Family Math Night	1500
Science Family Night	1000
County Writing Program	1000

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

SAC meets at least 8 times per year. The primary objectives of the SAC shall be to help identify needs and recommend programs of action. Through a community-wide commitment, the team will foster a positive learning environment, which sets high expectations and meets the diverse needs of the student body.

SAC shall be a link between the school and the local community and will serve as a means for participatory management through which the various stakeholders in the school community may assist the school and the school may assist the community. The stakeholders are parents, business people, other community representatives, professional educators, and other school staff. The SAC shall be a resource to the school and the school principal.

SAC functions shall include: (a) to facilitate the development of the School Improvement Plan (SIP), (b) to monitor the implementation of the SIP, (c) to evaluate the effectiveness of the SIP, (d) to provide assistance in the preparation of the school's annual budget, and (e) to make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP.

SAC Members

Members

- 1) Lynn Burgess, Principal
- 2) Monica Tosco, SAC Chair
- 3) Ellen Cohen, Teacher
- 4) Marla Maher, Teacher
- 5) Lynda Borenstein, Teacher
- 6) Cory Ruyan, Teacher
- 7) Valentina Leung, Teacher
- 8) Michele Auerbach, Teacher
- 9) Annice Taylor, Business Member
- 10) Deborah Pravato, Parent
- 11) Terri Schneiderman, Parent
- 12) Karen Gelch, Parent

- 13) Rebecca Joseph, Parent
- 14) Susan Gioia, Parent
- 15) Susan Gioia, Parent
- 16) Liz Ross, Parent
- 17) Danielle Fine, Parent
- 18) Lori Glassman, Parent
- 19) Angie Bramlett, Parent
- 20) Cindy Einbinder, Parent
- 21) Raquel Cicini, Parent
- 22) Michael Moscatello, Community Member
- 23) Elizabeth Mullin, Community Member
- 24) Cindy Black, Community Member
- 25) Sharon Rapheal, School Support Personnel
- 26) Deborah Bianchi, School Support Personnel
- 27) Lesley Kluchin, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward FOX TRAIL ELEMENTARY SCHOOL 3531													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 659 Math: 659		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	81	Y	86	Y			Y				NA	20	19	NA	13	14	NA	84	NA	82	NA		
WHITE	100	Y	100	Y	85	Y	88	Y			Y				NA	15	15	NA	11	12	NA	85	NA	84	NA		
BLACK	100	Y	100	Y		NA		NA			NA				NA			NA			NA						
HISPANIC	99	Y	99	Y	73	Y	82	Y			Y				NA	26	27	NA	16	18	NA	82	NA	81	NA		
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	67	Y	80	Y	93		Y				NA	31	33	NA	20	20	NA	75	NA	77	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			90	Y				NA			NA			NA					
STUDENTS WITH DISABILITIES	99	Y	99	Y	66	Y	68	Y			88	N				NA	40	34	NA	29	32	NA	72	NA	70	NA	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward FOX TRAIL ELEMENTARY SCHOOL 3531												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 672 Math: 672		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	2007	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	80	Y	87	Y			Y				NA	21	20	NA	16	13	NA	74	NA	82	NA	
WHITE	100	Y	100	Y	85	Y	89	Y			Y				NA	18	15	NA	14	11	NA	75	NA	83	NA	
BLACK	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
HISPANIC	100	Y	100	Y	74	Y	84	Y			Y				NA	25	26	NA	19	16	NA	72	NA	81	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	69	Y	80	Y	93	Y	Y				NA	33	31	NA	27	20	NA	68	NA	77	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	60	Y	71	Y	87	Y	Y				NA	51	40	NA	39	29	NA	56	NA	68	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward FOX TRAIL ELEMENTARY SCHOOL 3531												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 661 Math: 661		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	2008	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	79	Y	84	Y	94		Y				NA	20	22	NA	19	16	NA	76	NA	75	NA	
WHITE	100	Y	100	Y	82	Y	86	Y	93	Y	Y				NA	17	20	NA	16	14	NA	78	NA	74	NA	
BLACK	99	Y	99	Y		NA		NA			NA				NA			NA			NA					
HISPANIC	100	Y	100	Y	75	Y	81	Y	93	Y	Y				NA	28	26	NA	27	19	NA	74	NA	77	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	67	Y	73	Y	94	Y	Y				NA	26	37	NA	31	27	NA	62	NA	68	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	99	Y	99	Y	49	N	61	Y			NA				NA		59	Y	43	39	NA	54	NA	61	NA	

SCHOOL GRADE DATA

Broward School District FOX TRAIL ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	91%	96%	56%	330	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%	72%			147	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	63% (YES)			127	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					604	
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 FOX TRAIL ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	92%	93%	61%	332	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	68%	76%			144	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?	58% (YES)	73% (YES)			131	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					607	
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 FOX TRAIL ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	89%	96%	61%	331	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	72%	67%			139	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?	63% (YES)	66% (YES)			129	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					599	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested