FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: INDIAN TRACE ELEMENTARY SCHOOL

District Name: Broward

Principal: Wanda Ross

SAC Chair: Renell Schultz

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Wanda Ross	Elementary Education; Masters in EducationalLeadership;ESOL; Early Childhood	14	16	Principal of Indian Trace Elementary in 2011-2012 Grade A 81% of students are Reading at or above grade level,; 82% of students in Math are at or above grade level; 91% of the students are meeting state standards in Writing; 70% of the students are at or above grade level in Science. Principal of Indian Trace Elementary in 2010-2011 Grade A, 94% of students are Reading at or above grade level,74 % of students making a year's worth of progress; 66% of struggling students making a year's worth of progress; 94% of students in Math are at or above grade level,69 % of students making a year's worth of progress; 95% of the students are meeting state standards in Writing;73 % of the students are at or above grade level in Science.

					Principal of Indian Trace Elementary in 2009-2010 Grade A, 92% of students are Reading at or above grade level, 77% of students making a year's worth of progress; 68% of struggling students making a year's worth of progress; 94% of students in Math are at or above grade level, 64% of students making a year's worth of progress; 61% of struggling students making a year's worth of progress; 96% of the students are meeting state standards in Writing; 68% of the students are at or above grade level in Science. 100% of criteria met for AYP.
Assis Principal	John Savage	Educational Leadership; Elementary Education	10	21	AP of Indian Trace Elementary in 2011-2012 Grade A 81% of students are Reading at or above grade level,; 82% of students in Math are at or above grade level; 91% of the students are meeting state standards in Writing; 70% of the students are at or above grade level in Science AP of Indian Trace Elementary in 2010-2011: Grade A, 94% of students are Reading at or above grade level, 74% of students making a year's worth of progress; 66% of struggling students making a year's worth of progress; 94% of students in Math are at or above grade level,69 % of students making a year's worth of progress; 95% of the students are meeting state standards in Writing; 73% of the students are at or above grade level in Science. AP of Indian Trace Elementary in 2009-2010: Grade A, 92% of students are Reading at or above grade level, 77% of students making a year's worth of progress; 68% of struggling students making a year's worth of progress; 94% of students in Math are at or above grade level, 64% of students making a year's worth of progress; 61% of struggling students making a year's worth of progress; 96% of the students are meeting state standards in Writing; 68% of the students are at or above grade level in Science. 100% of criteria met for AYP.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Resource	Marc Horowitz	Elementary Ed., ESOL, Gifted	7	1	2011-2012 Grade A Reading Mastery: 81% Learning Gains: 77% Lowest 25% Gains: 77% 2010-2011 Grade A Reading Mastery: 94% Learning Gains: 74 % Lowest 25% Gains: 66% 2009-2010 Grade A Reading Mastery: 92% Learning Gains: 77% Lowest 25% Gains: 68%

Subject	Name	Certification			Performance Record
					All subgroups made AYP 2008-09: Grade A. Reading Mastery: 92%, Learning Gains: 75%, Lowest 25% Gains: 80%; All subgroups made AYP.
Writing	Marla Koche	Elementary Ed., ESOL, Gifted	9	3	2011-2012: Grade A Writing Mastery 91% 2010-2011: Grade A Writing Mastery 95% 2009-2010: Grade A Writing Mastery 96% 2008-09: Grade A Writing Mastery 93% 2007-08: Grade A Writing Mastery 97%
Science	Marc Horowitz	Elementary Ed., ESOL, Gifted	7	1	2011-2012: Grade A Science Mastery 68% 2010-2011: Grade A Science Mastery 73% 2009-2010: Grade A Science Mastery 68% 2008-09: Grade A Science Mastery 72% 2007-08: Grade A Science Mastery 75% 2006-07: Grade A Science Mastery 68%
Math	Marc Horowitz	Elementary Ed., ESOL, Gifted	7	1	2011-2012: Grade A Math Mastery: 82 2010-2011: Grade A Math Mastery:94% of students in Math are at or above grade level,69 % of students making a year's worth of progress 2009-2010: Grade A Math Mastery: 94% of students in Math are at or above grade level, 64% of students making a year's worth of progress

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Learning Community	Principal	May 2013	
2	Summer Training	Principal	August 2012	
3	Ongoing Workshop	Principal	May 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

	Provide information to sign-up for ESOL Endorsement classes
.04% (2)	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	2.2%(1)	8.9%(4)	35.6%(16)	60.0%(27)	40.0%(18)	95.6%(43)	2.2%(1)	13.3%(6)	95.6%(43)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Rosie Kosnitzky	Catherine Brownell Lourdes Cornier	New to school	Coaching/Guiding
Patricia DeBiase	Dara Koch	New to school	Coaching/Guiding
Gloria Lewis	Marnie Clinton Nicole Burek	New teacher Grade level change	Coaching/Guiding
Renell Schultz	Madelen Sanchez	Grade level change	Coaching/Guiding
Kathryn Puccio	Michele Ramos	Grade level change	Coaching/Guiding

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS 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; facilities 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 MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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 Guidance Counselor will facilitate RtI Meetings. Members of the RtI team serve as case managers on an individual case basis.
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 MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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.
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

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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 MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Administration will provide the training along with Reading Resource Specialist.
Topics will include;
• Data-based decision making
• Supporting and evaluating interventions
Problem solving

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The school-based Literacy Leadership Team (LLT) will consist of the Principal, Reading Coach, and highly qualified staff who have strong backgrounds in reading and literacy.
The roles of each person on the LLT are as follows:
-Principal and Reading Coach together will guide the LLT by maintaining focus for the year, set the agenda for the meetings, ensure that the agenda points are shared with the staff, and will implement literary goals and objectives of the literacy team.
-The Literacy Leadership Team will mentor other teachers, model reading strategies, and share activities designed to promote literacy.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

One of the key goals of the School Leadership Team will be to ensure that all school stakeholders understand and support the work of the reading coach/reading resource specialist and obtain support for achieving the school's reading goals through a whole-school approach. The LLT Team supports building a school literacy culture through collegiality and collaboration. Under the guidance of the principal and the reading coach, the team will meet at least once a month to focus on literacy initiatives, programs, data, and/or literacy concerns throughout the school.
The Reading Leadership Team will:
• Engage in regular, ongoing, literacy professional development • Participate in Professional Learning Communities and Study Groups • Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs • Implement the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs and scientifically based reading instruction and strategies with fidelity • Participate in ongoing literacy dialogues with peers. • Create and share activities designed to promote literacy. • Support and participate in classroom research • Support and participate in classroom demonstrations and modeling of research-based reading strategies . • Mentor other teachers and present staff development. • Reflect on practice to improve instruction

What will be the major initiatives of the LLT this year?

Under the guidance of the principal and the reading coach, the team will meet at least once a month to focus on literacy initiatives, programs, data, and literacy concerns throughout the school. The Reading Leadership Team will regularly reflect on the focus of the group to ensure that the function and mission of the team is maintained throughout the school year. The Principal and Reading Resource Specialist will monitor the implementation of the Literacy Team goal by establishing monthly meetings and will use data to analyze the effectiveness of instruction. A new monitoring tool which includes Data Summary Charts and Individual Monitoring Graphs for each student will be used to analyze data, monitor student achievement, and drive differentiated instruction to meet academic goals.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

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?

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. **Reading Goal #1a:**	In grades 3-5, 27% (89) of the students will maintain/improve reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
25.6% (86)	27% (89)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Limited quantitative vocabulary	Vocabulary Word of the Week; grades 2-5	Principal and Reading Coach	Vocabulary Word of the Week will be displayed in the classroom to be integrated throughout the curriculum.	Vocabulary Assessments, Informal Assessments
2	Limited exposure to complex vocabulary	Schoolwide Vocabulary Word of the Week; grades K-5	Principal and Reading Coach	Schoolwide Vocabulary Word of the Week will be shared with the students on WABES morning announcements.	Classroom walkthrough
3	No prior knowledge of grade level expectations	Reading strategies will be implemented throughout the Core Content Area	Classroom Teacher	Reading strategies will be integrated throughout content area reading	Classroom Tests, FCAT Treasure Series assessments
4	Technology difficulties to generate student data	Monthly Data Chats	Classroom Teacher, Principal	Classroom teachers will document Data Chats monthly.	Classroom walkthroughs
5	Technological difficulties to generate IFCs	IFC will be used as a guide for curriculum instruction.	Classroom Teacher, Administration	Each grade level will determine IFC implementations based upon student needs.	Lesson Plans turned in to administration
6	No prior knowledge of grade level expectations	The school will implement mini-benchmarks to evaluate and monitor student progress	Principal and Reading Coach	Review FAIR data spreadsheets, BAT assessments, and FCAT data to ensure teachers are assessing students according to the created schedule	Printout of FAIR assessments, review BAT assessments, and FCAT data
7	Limited exposure to higher-order thinking skills	Incorporate Essential Questioning throughout lessons	Principal and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and will be submitted quarterly to Principal	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
8	Teachers may need additional training to implement Instructional Focus Calendar	Implement Instructional Focus Calendar for Reading and Language Arts	Classroom Teacher, Principal, and Reading Coach	Administration will be aware of the IFCs upcoming focus and monitor implementation through classroom	Mini-BATS, Chapter Tests

					walkthroughs	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. **Reading Goal #1b:**	not applicable
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
not applicable	not applicable

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. **Reading Goal #2a:**	Increase level 4 & 5 to 57% (192) on 2013 Reading FCAT.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 4 and above 56% (186)	Level 4 and above- 57% (192)

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Limited complex vocabulary exposure</td><td>Vocabulary Word of the Week; grades 2-5</td><td>Classroom Teacher, Principal, Reading Coach</td><td>Students will utilize their vocabulary within writing samples.</td><td>Classroom Walkthrough, Classroom Assessment</td></tr>
<tr><td>2</td><td>Technological difficulties</td><td>The school will implement mini-benchmarks to evaluate and monitor student progress</td><td>Principal and Reading Coach</td><td>Review data spreadsheets to ensure teachers are assessing students according to the created schedule.</td><td>Printout of assessments</td></tr>
<tr><td>3</td><td>Limited student exposure to higher-order thinking strategies</td><td>Include essential questioning throughout lessons</td><td>Principal and Reading Coach</td><td>Lesson plans will be reviewed during classroom walkthroughs and will be submitted quarterly to Principal.</td><td>Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.</td></tr>
<tr><td>4</td><td>Teachers may need additional training with the development of the Instructional Focus</td><td>Implement Instructional Focus Calendar for Reading and Language Arts</td><td>Classroom Teacher, Principal, and Reading Coach</td><td>Administration will be aware of the IFCs upcoming focus and monitor implementation</td><td>Effectiveness will be determined through assessments</td></tr>
</table>

	Calendar			through classroom walkthroughs.
5	Technological difficulties to generate student data	Monthly Data Chats	Classroom Teacher, Principal	Classroom teachers will document Data Chats monthly	Classroom walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: **Students scoring at or above Achievement Level 7 in reading.** **Reading Goal #2b:**	Not Applicable
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. **Reading Goal #3a:**	In grades 3-5, 78% (176) of the students will achieve learning gains for the 2013 FCAT Reading Test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
77% (174)	78% (176)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	No prior knowledge of grade level expectations	Students Achievement Chats will be conducted with all students following mini-assessments.	Principal and Reading Coach	Administration will review log for Student Achievement Chats during walkthroughs	Administrators will randomly ask students how they performed on their most recent assessments to determine if data chats are successful.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in**	

reading.	Not Applicable
Reading Goal #3b:	

2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. **Reading Goal #4:**	Increase the percentage of learning gains of the lowest 25% to 80% (33).

2012 Current Level of Performance:	**2013 Expected Level of Performance:**
77% (32)	80% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	May need additional training in differentiated instruction strategies	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.	Reading Coach	Student progress is assessed using FAIR 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.	FAIR OPM will be used to determine form Benchmark 1 towards Benchmark 2.
2	No prior knowledge of grade level expectations	Tier 2: Plan supplemental instruction/intervention for 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.	Reading Coach	Student progress is assessed using FAIR 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.	FAIR OPM data and DIBELS data will be used to determine progress from Benchmark 1 towards Benchmark 2.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

	Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	In six years, we will reduce the achievement gap by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84	85	87	88	90	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. **Reading Goal #5B:**	For the 2013 Expected Level of Performance is to maintain/improve all student subgroups.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Not Making Satisfactory Progress in Reading: White- 15% (24); Hispanic- 24% (34); AYP Black- 16% (1); AYP Asian- n/a; American Indian- n/a	For the 2013 Expected Level of Performance is to maintain/improve all student subgroups.

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Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	No prior knowledge of grade level expectations	Analyze assessment data of students to determine core instruction needs	Reading Coach	Review data spreadsheets to ensure teachers are assessing students according to created schedule	Printout of assessments
2	Limited exposure to complex vocabulary	Utilize Word Walls with content area vocabulary	Reading Coach, Classroom Teacher	Classroom walkthroughs	Vocabulary Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. **Reading Goal #5C:**	In the 2013 Reading FCAT, ELL learners will maintain/improve level of performance.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
90.9% (10)	82% (9)

<div align="center">

Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Limited English proficiency	Project-Based learning	Literacy Team, Administration	Literary projects completed	Rubric for Project
2	Limited English proficiency	Integrating reading skill throughout content areas	Administration	Strategies implemented throughout content curriculum	Administration walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	For the 2013 Reading FCAT, scores will maintain/improve to 41% (14).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
44% (15)	Maintain/improve to 41% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No prior knowledge of grade level expectations	Analyze assessment data of students to determine core instruction needs	ESE Teacher	Review data spreadsheets to ensure teachers are assessing students according to created schedule	Printout of assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	During the 2013 Reading FCAT, Economically Disadvantaged students will maintain/improve levels of performance to 29% (22).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
31.5% (24)	29% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary	AR35Z90 Program (AR Reading Program)	Classroom Teacher	Classroom Teacher	Reading Log

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Curriculum Training	Grades 3-5	Core Connections Facilitator (Lori Gandolfo)	Grades 3-5	August and September	Implementation of Common Core lessons integrated in the curriculum	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Core Curriculum Training	Common Core Curriculum Training	Accountability	$3,473.00
			Subtotal: $3,473.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,473.00

*End of **Reading** Goals*

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. **CELLA Goal #1:**	Students will be able to hear and understand simple vocabulary words and/or understand a simple sentence.

2012 Current Percent of Students Proficient in listening/speaking:

Kindergarten- 17% (4)
1st- 78% (31)
2nd- 100% (11)
3rd- 17% (1)
4th- 44% (4)
5th- 60% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Teachers may need extended time to differentiate instruction for English Language Learners.	Teachers will give students opportunities to dialogue with peers and teacher(s) in a safe setting.	Administration Teachers ELL Contact	High student engagement with ELL students and non-ELL students having dialogue about curriculum.	Results from CELLA to show comparison from 2012-2013. iObservation

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Students will be able to read and understand reading passages.

2012 Current Percent of Students Proficient in reading:

Kindergarten- 0
1st- 35% (14)
2nd- 64% (7)
3rd- 0
4th- 11% (9)
5th- 60% (3)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Teachers must be able to assist students and to be able to decode sounds to construct basic sight word vocabulary.	Teachers provide student access to hear how words are formed and how words are to be pronounced. Students may incorporate Treasures for ELL students.	ELL Contact	Students should utilize the buddy system and have opportunities to share what they have learned with a buddy learner for the sake of appropriate language acquisition.	iObservation Results from CELLA to show a comparison from 2012-2013.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Students must be able to write cohesive sentences to be used throughout curricular areas.

2012 Current Percent of Students Proficient in writing:

Kindergarten- 0
1st- 45% (18)
2nd- 64% (7)
3rd- 17% (1)
4th- 30% (3)
5th- 60% (3)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Limited vocabulary exposure	Teachers will give students opportunities to write and create descriptive sentences throughout all curriculum areas.	ELL Contact Administration	Writing Prompts; Writing Journals	Teacher Observations Rubrics

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

*End of **CELLA** Goals*

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. **Mathematics Goal #1a:**	In grades 3-5, 24% (80) of the students will achieve mastery for math on 2013 FCAT Math Test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
22% (75)	24% (80)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
---	---	---	---	---	---
1	Limited quantitative vocabulary	Vocabulary Word of the Week; grades 2-5	Principal and Reading Coach	Vocabulary Word of the Week will be displayed in the classroom to be integrated throughout the curriculum.	Vocabulary Assessments, Informal Assessments
2	No prior knowledge of grade level expectations	Reading strategies will be implemented throughout the Core Content Area	Classroom Teacher	Reading strategies will be integrated throughout content area reading	Classroom Tests, FCAT Treasure Series assessments
3	Technology difficulties to generate student data	Monthly Data Chats	Classroom Teacher, Principal	Classroom teachers will document Data Chats monthly.	Classroom walkthroughs
4	Technological difficulties to generate IFCs	IFC will be used as a guide for curriculum instruction.	Classroom Teacher, Administration	Each grade level will determine IFC implementations based upon student needs.	Lesson Plans turned in to administration
5	Teacher knowledge of New Generation Standards and Big Ideas in math	Common Board configuration including objectives, essential questions, data, agenda, and homework	Principal, Math Coach	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations	Reports generated from walkthroughs and new math series tests.
6		Utilize FCAT/ Benchmark 1 data to identify students in the core curriculum needing intervention and enrichment.	Principal, Math Coach	Review student grouping frequently and ensure groups are redesigned to target the need of students based on assessment.	Progress of all students on assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. **Mathematics Goal #1b:**	not applicable
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
not applicable	not applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, students will achieve mastery for math on 2013 FCAT Math Test with level 4 & 5 of 63% (210).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 4 & 5- 60% (201)	Level 4 & 5- 63% (210)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Limited complex vocabulary exposure	Vocabulary Word of the Week; grades 2-5	Classroom Teacher, Principal, Reading Coach	Students will utilize their vocabulary within writing samples.	Classroom Walkthrough, Classroom Assessment
2	No prior knowledge of grade level expectations	Common Board configuration including objectives, essential questions, date agenda, and homework	Principal	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Reports generated from walkthroughs and new math series tests.
3	Teacher knowledge of New Generation Standards and Big Ideas in Math	Utilize FCAT/ Benchmark 1 data to identify students in the core curriculum needing intervention and enrichment.	Principal	Review student grouping frequently and ensure groups are redesigned to target the need of students based on assessment.	Progress of all students on assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	not applicable
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
not applicable	not applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. **Mathematics Goal #3a:**	In grades 3-5, 81% (183) of the students will achieve learning gains on the 2013 FCAT Math Test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
79% (177.9)	81% (183)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
---	---	---	---	---	---
1	Continuation of math series	Increase the use of technology based-programs, manipulatives and hands-on activities to reinforce mathematics concepts	Principal	Math Coach will assist teachers in creation of centers. Administration will ensure activities are implemented	Progress of all students on assessment
2	Student exposure to higher level materials	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal	Maintain a record of strategies and interventions utilized with the lowest 25 percentile	Increase achievement between assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. **Mathematics Goal #3b:**	not applicable
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
not applicable	not applicable

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the 2013 percentage of learning gains of the lowest 25% to 63% (26)
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
60% (24.8)	63% (26)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Teacher knowledge of New Generation Standards and Big Ideas	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	Principal	Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark.	Common assessments tied to standards
2	No prior knowledge of grade level expectations	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	Principal	Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark.	Common assessments tied to standards administered bi-weekly

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In six years, we will reduce the achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	82	83	85	87	88	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	In 2013 FCAT Math, subgroups will increase percentages by 3% in all subgroups.

	Mathematics Goal #5B:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
Ethnicity: White 14% (22); Hispanic 22% (32); Black 33% (2); Asian n/a; Native American n/a	Maintain/improve levels of performance

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No prior knowledge of grade level expectations	Utilize Math FCAT data to identify students in the core curriculum needing enrichment	Principal	Review student grouping frequently and ensure groups are redesigned to target the need of students based on assessment	Reports generated from walkthroughs and new math series tests.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Increase math performance on the 2013 FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (8)	Maintain/improve expected levels of performance

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English Proficiency	Use of hands-on materials during math instruction	Teacher	Chapter Tests	Data chats

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Maintain/improve 2013 FCAT Math scores

2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (16)	Maintain/improve 2013 FCAT Math scores

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students have limited exposure to math manipulatives	Teachers will utilize hands-on math activities	Teacher	Teacher observation	Chapter Tests Informal Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. **Mathematics Goal #5E:**	The amount of Economically Disadvantaged students will decrease on the 2013 Math FCAT.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
30% (23)	28% (21)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td align="center">Anticipated Barrier</td><td align="center">Strategy</td><td align="center">Person or Position Responsible for Monitoring</td><td align="center">Process Used to Determine Effectiveness of Strategy</td><td align="center">Evaluation Tool</td></tr>
<tr><td>1</td><td>Sufficient manipulatives need to be available.</td><td>Integrate hands-on manipulatives during math instruction</td><td>Classroom Teacher</td><td>Classroom Teacher</td><td>Chapter Tests</td></tr>
<tr><td>2</td><td>Teachers will need further training in RTI.</td><td>Regular RTI meetings need to be scheduled and utilized for students in need of interventions.</td><td>RTI Coordinator/Administration</td><td>Excel Graph will be used to document and monitor progress via Data Chats and RTI Process.</td><td>Excel Graph Printouts</td></tr>
</table>

*End of **Elementary School Mathematics** Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilizing the myriad of online resources such as BEEP	K-5	Math Coach	K-5	Once a month	Sharing best practices at faculty meetings	Administration Math coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

*End of **Mathematics** Goals*

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase level 3 Science FCAT to 46% (47).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
44% (50)	46% (47)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Limited quantitative vocabulary	Vocabulary Word of the Week; grades 2-5	Principal and Reading Coach	Vocabulary Word of the Week will be displayed in the classroom to be integrated throughout the curriculum.	Vocabulary Assessments, Informal Assessments
2	No prior knowledge of grade level expectations	Reading strategies will be implemented throughout the Core Content Area	Classroom Teacher	Reading strategies will be integrated throughout content area reading	Classroom Tests, FCAT Treasure Series assessments
3	Technology difficulties to generate student data	Monthly Data Chats	Classroom Teacher, Principal	Classroom teachers will document Data Chats monthly.	Classroom walkthroughs
4	Technological difficulties to generate IFCs	IFC will be used as a guide for curriculum instruction.	Classroom Teacher, Administration	Each grade level will determine IFC implementations based upon student needs.	Lesson Plans turned in to administration
5	May have limited grade-level supplies	Utilize hands-on laboratory experiments weekly using the district issued Science kits.	Principal and Science Coach	The created lab schedule will be implemented with fidelity and monitored by Principal.	Improvement on the science mini-assessments
6	Limited exposure to real world science articles	Provide real world Science experiences and engaging activities	Principal and Science Coach	Teachers will require students to read and discuss a National Geographic article twice a week. Oral assessment will be reviewed by Science	Improvement on the science mini-assessments

			coach.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Not Applicable
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Not Applicable	Not Applicable

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase level 4 and level 5 to 28% (32) on 2013 FCAT Science Test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
26% (29)	28% (32)

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited complex vocabulary exposure	Vocabulary Word of the Week; grades 2-5	Classroom Teacher, Principal, Reading Coach	Students will utilize their vocabulary within writing samples.	Classroom Walkthrough, Classroom Assessment
2	May have limited supplies for laboratory experiments	Utilize hands-on laboratory experiments weekly using the district issued Science kits	Principal	The created lab schedule will be implemented with fidelity and monitored by Principal.	Improvement on the science mini-assessments
3	Limited exposure to real world science articles	Provide real world Science experiences and engaging activities	Principal	Teachers will require students to read and discuss a National Geographic article twice a week. Oral assessment will be reviewed by Science coach.	Improvement on the science mini-assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Not Applicable
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Sharing of Best Practices of Science Fusion curriculum	k-5	Science coach	k-5	Once a month	Grade level collaboration at team meetings	Science coach

Science Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2013 administration of the FCAT Writing Test, 93% (110) of the 4th grade students will achieve a 4.0 or above.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
90.6% (107)	93% (110)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Diverse level of skills and writing abilities	Students will 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.	Principal, Reading Coach, Writing Coach	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	Progress between the Pretest Prompt and Mid-year Prompt
2	Students lack of foundational skills in the editing process	The revision and editing process will be explicitly taught and seen in students writing drafts.	Principal, Reading Coach, Writing Coach	Administration will monitor revision and editing process by reviewing student drafts	Progress between the Pretest Prompt and Mid-year Prompt
3	Diverse levels of writing abilities	Tier 1: students use the writing process daily; all writing will be dates, and recorded in a work folder for monitoring growth across time.	Principal, Reading Coach, Writing Coach	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 comparing writing trend data to expected rate of growth.	Scored writing samples will be used to determine progress between the Pre-test prompt and the Midyear Prompt
4	Limited exposure to editing processes of writing	Tier 1--The revision and editing process will be explicitly taught and seen in students' writing drafts.	Principal, Reading Coach, Writing Coach	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 comparing	Scored writing samples will be used to determine progress between the Pre-test prompt and the Midyear Prompt

			writing trend data to expected rate of growth.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. **Writing Goal #1b:**	Not Applicable
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	**Grade Level/Subject**	**PD Facilitator and/or PLC Leader**	**PD Participants (e.g. , PLC, subject, grade level, or school-wide)**	**Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)**	**Strategy for Follow-up/Monitoring**	**Person or Position Responsible for Monitoring**
Sharing Best Practices of Writing Instruction	K-5	Team Leaders	K-5	Once a month	Team Leader Release Meetings	Team Leader

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

*End of **Writing** Goals*

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance **Attendance Goal #1:**	During the 2011-12 School Year, 18 students were absent 10 or more days from school. The goal this year will be to reduce the number of students absent 10 or more days to 10.
2012 Current Attendance Rate:	**2013 Expected Attendance Rate:**
The current attendance rate at our school is 96.3% (121184).	The expected attendance rate for the 2012-13 is 97% (121185).
2012 Current Number of Students with Excessive Absences (10 or more)	**2013 Expected Number of Students with Excessive Absences (10 or more)**
During the 2011-2012 School Year 18 students were absent 10 or more times.	The expected number of excessive absences this year will be reduced to 9 students.
2012 Current Number of Students with Excessive Tardies (10 or more)	**2013 Expected Number of Students with Excessive Tardies (10 or more)**
The current number of students with 10 or more tardies is 82.	The expected number of students with excessive tardies will decrease to 40 (5.5%).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Parents not aware of attendance policy.	Information will be sent to all parents regarding the importance of daily attendance and being to school on time.	Assistant Principal School Social Worker	Monthly statistics are generated which reflect both the number of absences and number of tardies.	District Attendance Printouts

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

not applicable						

Attendance Budget:

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

*End of **Attendance** Goal(s)*

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension **Suspension Goal #1:**	During the 2011-2012 School Year no students were suspended externally or internally at the school.
2012 Total Number of In–School Suspensions	**2013 Expected Number of In-School Suspensions**
0	0
2012 Total Number of Students Suspended In-School	**2013 Expected Number of Students Suspended In-School**
0	0
2012 Number of Out-of-School Suspensions	**2013 Expected Number of Out-of-School Suspensions**
0	0
2012 Total Number of Students Suspended Out-of-School	**2013 Expected Number of Students Suspended Out-of-School**

0			0		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not aware of Code of Conduct or Suspension Policies.	Teachers and administrators work very closely to identify possible discipline concerns. Once identified, individual behavior plans are prepared by the teacher with the help of the administrator or ESE Specialist. Positive outcomes are expected and with the assistance of all involved, including student, parent, teacher, administrator are achieved.	Assistant Principal	No increase in the number of internal or external suspensions.	Discipline referrals which result in infractions leading to internal or external suspension.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
not applicable						

Suspension Budget:

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

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement **Parent Involvement Goal #1:** **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	This year, 2012-2013, the goal will be to increase parent involvement by 5%(36).
2012 Current Level of Parent Involvement:	**2013 Expected Level of Parent Involvement:**
The current level of parent involvement is 30%(217).	The expected level of parent involvement is 35% (250).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	The poor economy may result in stay at home parents being required to go back to work.	Provide out of school activities for parents to be involved in such as Saturday activities or grading papers at home.	Assistant Principal	Volunteer hours are recorded in the main office. A monthly check will determine the number of parents who have volunteered during the course of the year.	Printouts showing the number of volunteers .

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

*End of **Parent Involvement** Goal(s)*

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM **STEM Goal #1:**	Our goal is to increase Science proficiency scores from 44% to 46%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Teachers may not be aware of various STEM related resources such as United Streaming.	Share technological resources at faculty meetings or grade level meetings.	Administration Team Leaders	Share best practices	Utilize technology within the classroom; Administrative Walkthroughs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade level sharing of STEM goal within the classroom	K-5	Team Leader	K-5	Grade level meetings	Share best practices among the grade level	Team Leader

STEM Budget:

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

*End of **STEM** Goal(s)*

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
Reading	Core Curriculum Training	Common Core Curriculum Training	Accountability	$3,473.00
				Subtotal: $3,473.00

Other				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $3,473.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority   ○ Focus   ○ Prevent   ⦿ NA

Are you a reward school: ⦿ Yes ○ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/1/2012)

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. Please verify the statement above by selecting "Yes" or "No" below.

✓ **Yes. Agree with the above statement.**

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council will be meeting monthly to monitor our School Improvement Plan goals and benchmark assessments. The committee will meet to ensure we are meeting reading, math, writing, and science goals.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
INDIAN TRACE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	94%	95%	73%	356	**Writing and Science:** Takes into account the % scoring 4.0 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	74%	69%			143	3 ways to make gains: • 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?	66% (YES)	75% (YES)			141	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.
FCAT Points Earned					640	
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
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	96%	68%	350	**Writing and Science:** Takes into account the % scoring 4.0 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%	64%			141	3 ways to make gains: • 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?	68% (YES)	61% (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.
FCAT Points Earned					620	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested