

Fox Trail Elementary
A Title I School
School Advisory Council General Meeting
1250 Nob Hill Road, Davie, FL 33324
January 28, 2019 2:15 – 3:15 pm

- I. Welcome/Sign In Sheets/Introductions
- II. Approval of Minutes from November Meeting
- III. Principal's Report – Ms. Burgess
 - Safety
 - Budget
 - SMART Bond \$
 - Upcoming Dates
- IV. Title I
 - Science Night
 - Budget/Orders
 - Title I Informational Handouts
 - Upcoming Parent Nights
- V. School Improvement Plan –
 - Midyear Reflection
 - Extended Learning Opportunity Camps
 - Looking Ahead – Parent Input for 2019-20 Plan
- VI. Training Topic: Mid Year Data
 - School Report
 - Accessing Your child's report
 - I-Ready
 - BSA on Canvas
- VII. Lighthouse Team Report
- VIII. School News
 - ACCESS testing for ELL students
 - Report Cards – Wednesday, January 30
 - Picture Days this week – Wednesday and Thursday
 - Take Your Child to Work Day – Friday February 1

UPCOMING MEETINGS

SAC (School Advisory Council) at 2:15 pm in the Media Center

February 25

March 18

April 15

May 13

Central Area Advisory Council – February 9, 7-9 pm at Piper HS

District Title 1 Parent Training Academy

Thursday February 28, 7:00 PM at Horizon Elementary

Please visit the Fox Trail Website at <https://www.browardschools.com/foxtrail> or stop by the family resource center in the front office to see:

- School Improvement Plan
- School Public Accountability Report (SPAR)
- District Parental Involvement Plan
- Fox Trail's Parent and Family Engagement Plan
- Fox Trail's School-Parent Compact

Mid-Year Data Reports:

i-Ready Diagnostic Growth Report – Reading

- 1,142 students were assessed
- 37% of the students have already met their typical growth goal
- 66% of the students have made 40% or more progress towards their typical growth goal
 - School-wide typical growth average is 71%
 - At Risk students have decreased from 14% to 9%
 - School-wide focus area is Vocabulary

i-Ready Diagnostic Growth Report – Math

- 1,048 students were assessed
- 19% of the students have already met their typical growth goal
- 57% of the students have made 40% or more progress towards their typical growth goal
 - School-wide typical growth average is 48%
 - At Risk students have decreased from 13% to 7%
 - School-Wide focus area varies by grade



BROWARD SCHOOLS



VIRTUAL COUNSELOR

POWERED BY THE DATA WAREHOUSE

- Attendance
- Membership
- Sign In Sheets
- Report
- Help
- Logout

School: FOX TRAIL ELEMENTARY

Committee:
SAC

Sign In sheet for FOX TRAIL ELEMENTARY Date: 1-28-19 Time: 2:15pm

#	Full Name	Position	SBBC Employee	Parent Of Student At School	Sign Here
1.	ANDREWS, NICOLE	Gifted Rep	No	Yes	<i>Nicole Andrews</i>
2.	BASTON, KIM	SAC Chair	Yes	No	<i>Kim Baston</i>
3.	BLACK, CINDY	Community Rep	No	No	<i>Cindy Black</i>
4.	BURGESS, LYNN	Principal	Yes	No	<i>Lynn Burgess</i>
5.	CLARKE, TANEISHA	Pre-K	Yes	Yes	<i>Taneisha Clarke</i>
6.	CORDERO, JOHN	Teacher	Yes	No	<i>John Cordero</i>
7.	GARCIA, EILEEN	Teacher	Yes	Yes	<i>Eileen Garcia</i>
8.	KUBIC, AURORA	Parent	No	Yes	<i>Aurora Kubic</i>
9.	MASCARENA, RACQUEL	Parent	No	Yes	<i>Racquel Mascarena</i>
10.	NANNI, MARIE	SAF-DESIGNEE	No	Yes	<i>Marie Nanni</i>
11.	NANNI, MARIE	IZ Rep	No	Yes	<i>Marie Nanni</i>
12.	PUMA, DEBORAH	Non-Instructional/Sac-Secretary	Yes	No	<i>Deborah Puma</i>
13.	RYAN, SUZANNE	ESE Rep	No	Yes	<i>Suzanne Ryan</i>
14.	SOUZA, MARCOS	ESOL Rep	No	Yes	<i>Marcos Souza</i>
15.	WEINBRUM, GREG	BUSINESS	No	No	<i>Greg Weinbrum</i>
16.	WELLS, PHILIPPE	BTU Steward	Yes	No	<i>Philippe Wells</i>
	<i>Heather Geraci</i>	<i>parent</i>	<i>yes</i>	<i>yes</i>	<i>Heather Geraci</i>

Print



BROWARD SCHOOLS POWERED BY THE **VIRTUAL COUNSELOR**
Broward County Public Schools **DATA WAREHOUSE**

Attendance Membership Sign In Sheets Report Help Logout

Guest Sign In Sheet For **FOX TRAIL ELEMENTARY** Date: 1-28-19 Time: 2:15pm

#	Full Name	Position	SBBC Employee	Parent of Student at School	Sign Here
1.	Esther Pabon	Teacher	yes		<i>Esther Pabon</i>
2.	Jennifer Rosado	Business mathematics			
3.	Demica Williams	teacher	yes		<i>Demica Williams</i>
4.	William Black	mathematics			<i>William Black</i>
5.	Jillian Link	teacher	yes		<i>Jillian Link</i>
6.	Megan Thomson	Intern	Yes		<i>Megan Thomson</i>
7.	Jara Krin	Counselor	yes		<i>Jara Krin</i>
8.	Rosa Page		No	yes	<i>Rosa Page</i>
9.	Jennifer McBreary	AP	yes		<i>Jennifer McBreary</i>
10.	John Cordero	Teacher	yes		<i>John Cordero</i>
11.	Juliana Oros	Teacher	yes		<i>Juliana Oros</i>
12.	Kim Boston	Teacher	yes		<i>Kim Boston</i>
13.	Suzanne Nelson	AP	yes		<i>Suzanne Nelson</i>
14.	Heather Geraq	parent	yes	yes	<i>Heather Geraq</i>
15.					
16.					
17.					
18.					
19.					
20.					
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22.					
23.					
24.					
25.					

Print

Fox Trail Elementary
A Title I School
School Advisory Council
General Meeting Minutes
1250 Nob Hill Road, Davie, FL 33324
January 28, 2019 2:15 – 3:15 pm

- I. Welcome/Sign-In Sheets/Introductions
- II. Approval of Minutes from November Meeting
- III. Motion to approve, Burgess and
- IV. Principal's Report – Ms. Burgess
 - Safety
 - Hard corners in classrooms - Explaining the safe places in the classroom and other areas around the building
 - Commemoration day, February 14th day of honor service and love-In-house activities - Information will be sent home
 - Reconfigured office part of the SMART Bond money - Changed the layout to help with visitors walking right in the building
 - Increasing security cameras outside
 - Secondary playground being worked on
 - Primary playground will be done in a few weeks
 - Friday, February 1st Take your child to work day
Happy New Year new people partners
 - 3rd Quarter January 8th
 - Testing information
 - Mid-year assessments 2nd grade
 - BSA math and science 5th grade
 - Other grades 3, 4 5
 - 59% of the standards good point
 - Testing ESOL students on the ACCESS
 - Report cards issued; Wednesday, January 30th
 - Saturday camp started 4th & 5th for Reading and Math
 - Reading Camp 3rd grade and Science Camp 5th grade are in the process, starting soon
 - Budget
 - Using Title I funds to pay for camps
 - At this time, we don't know if we are Title I next year, percentage is looking low for next year
- V. Title I
 - Shared pamphlets with members
 - Science Night first parent night, Museum of Discovery and Science sponsored the event, great turn out 250 children
 - Feedback from parents, Students weren't sure of certain activities
 - Centers it was a demonstration not actual hands-on
 - People should go from station to station in orderly manner
 - Separate it maybe by grade level

- Budget/Orders
 - Purchased remediation materials for students in the lowest 30% percentile,
 - Materials purchased for enrichment and support for all students
 - K received listening centers for reading support
 - 1st reading and math centers
 - Afterschool camp materials were purchased
- Title I Informational Handouts
 - Upcoming Parent Nights
 - Reading night along with book fair
 - -Making home school connection
 - -Shared reading opportunities
 - -Bedtime stories
 - -How to ask questions, fundamentals, phoenix, different - type of question to ask your child
 - -Mrs. Pabon suggested we have a parent survey to ask; -
 - -How do you read to your child? What questions do you ask your child?
 - **Parent Suggestion-** Work with public library, have someone come to Fox Trail.
 - **Parent suggestion-** Parent Child book club to read and discuss books
- Mathnasium New Partner in Education
 - Donated car tags
 - Family Math Night
 - Materials provided for all students
 - Mathnasium will provide giveaways
 - Stations by grade level; game boards, Interactive, Estimation Jar, Memorization, Fractions, Word Problems

School Improvement Plan

- Midyear Reflection Report shared – including scores and comparisons to previous years (See attachment for more information)
- Reviewed and shared goals
- Greatest barriers; attendance - Social worker is more involved with students with poor attendance

I-Ready

- Strive for 45 goal - Reading only focused on this year
- Teachers monitor i-Ready for students meeting the goal and for those with 70% or higher proficiency
- McGreevy also monitors proficiency
- Data being created to plan for instruction and be monitored by teachers in the PLC(Professional Learning Community)
- Data will indicate weaknesses and help to target students for intensive intervention
- Camps have been established
- Reward this quarter - Game Truck
- **Looking Ahead – Parent Input for 2019-20 Plan**

Fox Trail's BSA Data Analysis
2018-2019

BSA Test Name	On Track (Less than 80% predicted probability of proficiency)	Approaching (50% predicted probability of proficiency)	Off Track (10% predicted probability of proficiency)
ELA Grade 3 BSA	Less than 47	47-51	52 and more
ELA Grade 4 BSA	Less than 44	44-48	49 and more
ELA Grade 5 BSA	Less than 49	49-51	52 and more

Yearly Comparisons

	ELA FSA 16-17 (Level 3, 4, 5)	ELA BSA 17-18 (On-Track)	ELA FSA 17-18 (Level 3, 4, 5)	ELA BSA 18-19 (On-Track)
3	69%	62%	73%	51%
4	71%	51%	67%	58%
5	66%	43%	65%	58%
Overall	67%	52%	68%	56%

	Math FSA 16-17 (Level 3, 4, 5)	Math BSA 17-18 (Level 3, 4, 5)	Math FSA 17-18 (Level 3, 4, 5)	Math BSA 18-19 (On-Track)
3	72%	60%	69%	62%
4	77%	63%	79%	61%
5	66%	53%	60%	61%
Overall	70%	59%	69%	61%

	Science FCAT 16-17 (Level 3, 4, 5)	Science BSA 17-18 (On-Track)	Science FCAT 17-18 (Level 3, 4, 5)	Science BSA 18-19 (On-Track)
5	63%	51%	67%	53%

- **Parent Suggestions**– expand i-Ready goal to include Math, have an incentive plan for student attendance
- VI. Training Topic: Mid-Year Data
- School Report
 - Shared BSA Data and explained levels
 - District will be finished assessing by the end of next week then we can compare the students to the district level
 - Our students showed major growth in both reading and math
 - Dissecting the data by domain PLC and team leader meetings
 - Parents can Access their child’s report through child’s SSO
 - I-Ready
 - BSA on Canvas
- VII. Lighthouse Team Report
- Lighthouse Team students asked to help with monthly tours
 - Leading the tours from now on
- VIII. School News
- ACCESS testing for ELL students testing until Spring Breaking
 - Report Cards – Wednesday, January 30
 - Picture Days this week – Wednesday and Thursday
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Motion to close meeting 3:25 pm, Mrs. Black 2nd motion Mrs. McGreevy

Diagnostic Growth

School: FOX TRAIL ELEMENTARY
 Subject: Reading
 Comparison Diagnostic: Academic Year to Date

Students Assessed/Total: 1,142/1,206

Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

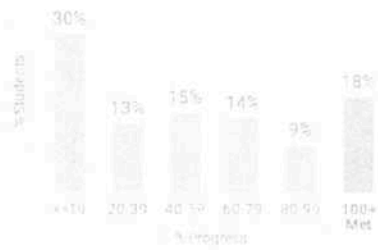


The median percent progress towards Typical Growth for this school is 71%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By:

Class

Showing 307 of 307

Class	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
ACCESS LA/READING 3-35317710014RA06 LUCENTE, B	-	-	-	-	-	0/5
ACCESS LA/READING 3-35317710014RA08A FRANCO, A	61%	0%	28%	0%	0%	1/1
ACCESS LA/READING 4-35317710015RA04A CORDERO RUIZ, J	-	-	-	-	-	0/4
ACCESS LA/READING 5-35317710016RA05A CORDERO RUIZ, J	25%	0%	11%	0%	0%	2/5

Diagnostic Results

School: FOX TRAIL ELEMENTARY
 Subject: Reading
 Diagnostic: Academic Year to Date
 Prior Diagnostic: None

Students Assessed/Total: 1,180/1,206

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

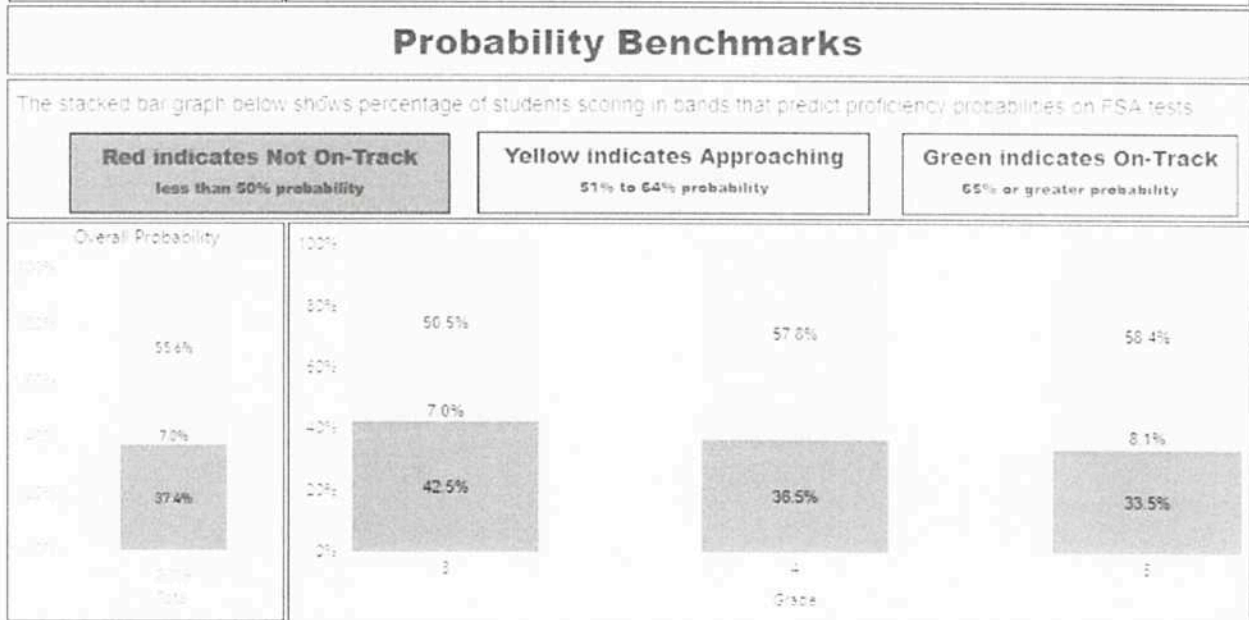
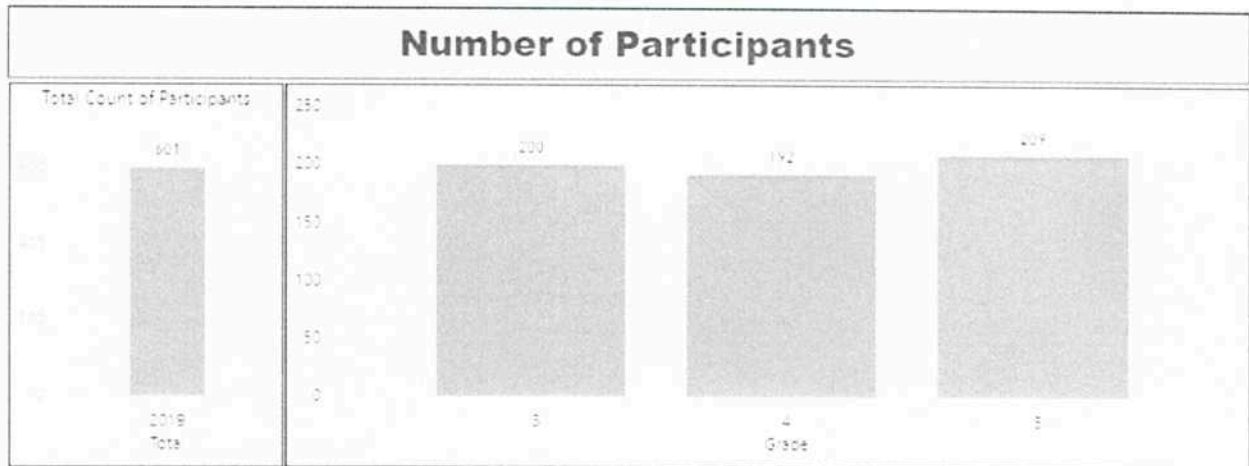
Class

Showing 302 of 302

Class	Overall Grade-Level Placement	Students Assessed/Total
ACCESS LA/READING ... LUCENTE, B.	100%	5/5
ACCESS LA/READING ... FRANCO, A.	100%	1/1
ACCESS LA/READING ... CORDERO RUIZ, J.	100%	1/4
ACCESS LA/READING ... CORDERO RUIZ, J.	100%	2/5
ACCESS LA/READING ... LABON, M.	100%	1/1
ACCESS LANG ARTS 1... LUCENTE, B.	-	0/2
ACCESS LANG ARTS 1... LUCENTE, B.	-	0/2

Fox Trail's BSA Data Analysis
2018-2019

BSA ELA Grades 3-5



REPORTING CATEGORY	SCHOOL	DISTRICT	MAX	SCHOOL	DISTRICT
	TESTED	TESTED	POINTS	AVG	AVG
Key Ideas and Details	601	43K	18	9.1	7.8
Craft and Structure	601	43K	20	11.2	9.4
Integration of Knowledge and Ideas	601	43K	15	7.5	6.7
Language and Editing	601	43K	6	3.4	2.9

Fox Trail's BSA Data Analysis
2018-2019

BSA ELA Grade 3

REPORTING CATEGORY	SCHOOL	DISTRICT	MAX	SCHOOL	DISTRICT
	TESTED	TESTED	POINTS	AVG	AVG
Key Ideas and Details	200	8913	18	9.1	8.4
Craft and Structure	200	8913	21	11.7	10.8
Integration of Knowledge and Ideas	200	8913	15	7.0	6.5
Language and Editing	200	8913	6	2.7	2.6

BSA ELA Grade 4

REPORTING CATEGORY	SCHOOL	DISTRICT	MAX	SCHOOL	DISTRICT
	TESTED	TESTED	POINTS	AVG	AVG
Key Ideas and Details	192	9277	18	9.0	8.5
Craft and Structure	192	9277	20	10.3	9.7
Integration of Knowledge and Ideas	192	9277	15	8.0	7.3
Language and Editing	192	9277	6	3.6	3.4

BSA ELA Grade 5

REPORTING CATEGORY	SCHOOL	DISTRICT	MAX	SCHOOL	DISTRICT
	TESTED	TESTED	POINTS	AVG	AVG
Key Ideas and Details	209	8248	18	9.2	8.6
Craft and Structure	209	8248	20	11.4	10.4
Integration of Knowledge and Ideas	209	8248	15	7.6	6.9
Language and Editing	209	8248	6	3.9	3.5

Fox Trail's BSA Data Analysis
2018-2019

BSA Math Grade 3

REPORTING CATEGORY	SCHOOL	DISTRICT	MAX	SCHOOL	DISTRICT
	TESTED	TESTED	POINTS	AVG	AVG
Operations, Algebraic Thinking, and Numbers in Base Ten	193	6742	36	22.3	19.8
Numbers and Operations-Fractions	193	6762	9	3.8	3.4
Measurement, Data, and Geometry	193	6762	21	11.0	9.6

BSA Math Grade 4

REPORTING CATEGORY	SCHOOL	DISTRICT	MAX	SCHOOL	DISTRICT
	TESTED	TESTED	POINTS	AVG	AVG
Operations, Algebraic Thinking, and Numbers in Base Ten	(Blank)	1	(Blank)	(Blank)	7.0
Numbers and Operations-Fractions	188	7145	21	11.4	10.1
Measurement, Data, and Geometry	188	7155	21	9.4	8.3
Operations and Algebraic Thinking	188	7144	12	6.8	6.2
Numbers and Operations in Base Ten	188	7154	12	6.7	6.3

BSA Math Grade 5

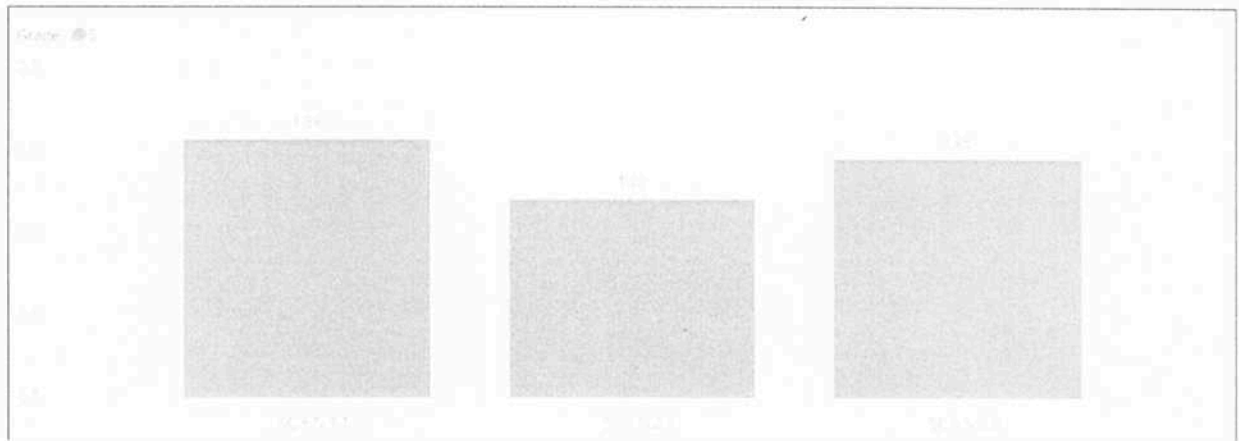
REPORTING CATEGORY	SCHOOL	DISTRICT	MAX	SCHOOL	DISTRICT
	TESTED	TESTED	POINTS	AVG	AVG
Operations, Algebraic Thinking, and Numbers in Base Ten	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Numbers and Operations-Fractions	(Blank)	2	(Blank)	(Blank)	8.5
Measurement, Data, and Geometry	200	7048	18	7.5	6.4
Operations and Algebraic Thinking	(Blank)	2	(Blank)	(Blank)	4.0
Numbers and Operations in Base Ten	200	7048	21	12.8	11.2
Operations, Algebraic Thinking, and Fractions	200	7046	27	14.0	12.7

Fox Trail's BSA Data Analysis
2018-2019

BSA Science Grade 5

REPORTING CATEGORY	SCHOOL	DISTRICT	MAX	SCHOOL	DISTRICT
	TESTED	TESTED	POINTS	AVG	AVG
Nature of Science	190	4230	9	4.2	4.4
Earth and Space Sciences	190	4230	24	13.4	12.3
Physical Science	190	4230	24	17.2	12.9
Life Science	190	4230	18	10.9	9.6

ReportingCategory:
Nature of Science



Diagnostic Growth

School
Subject
Comparison Diagnostic

FOX TRAIL ELEMENTARY
Math
Academic Year to Date

Students Assessed/Total: 1,041/1,210

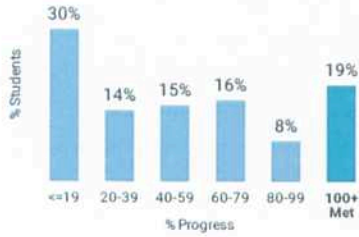
Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

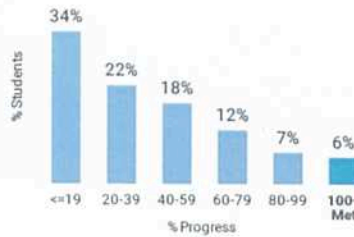


The median percent progress towards Typical Growth for this school is 48%. Typical growth is the average annual growth for a student at their grade and placement level.

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	38%	17%	31%	5%	31%	131/168
Grade 1	59%	20%	44%	11%	40%	184/221
Grade 2	58%	25%	42%	10%	43%	155/186
Grade 3	40%	14%	29%	5%	45%	188/210
Grade 4	47%	13%	31%	1%	41%	190/204
Grade 5	44%	24%	28%	5%	40%	193/221

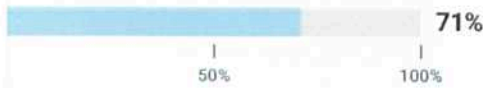
Diagnostic Growth

School: **FOX TRAIL ELEMENTARY**
 Subject: **Reading**
 Comparison: **Diagnostic**
 Academic Year to Date

Students Assessed/Total: 1,145/1,210

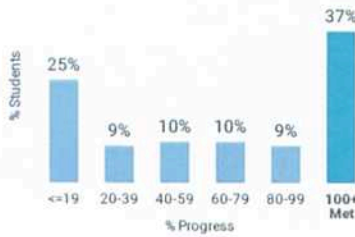
Progress to Annual Typical Growth (Median)

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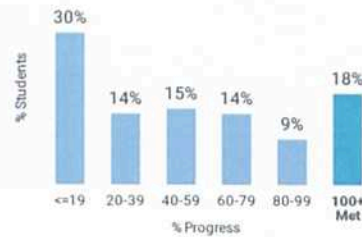


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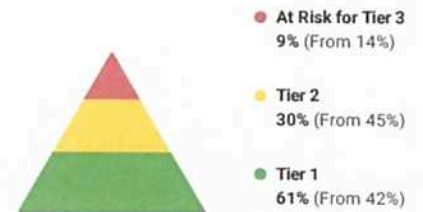
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	57%	18%	41%	8%	48%	142/168
Grade 1	62%	26%	48%	11%	55%	211/221
Grade 2	73%	34%	52%	19%	55%	183/186
Grade 3	92%	47%	59%	21%	57%	200/210
Grade 4	81%	45%	44%	23%	45%	196/204
Grade 5	81%	47%	40%	22%	44%	213/221

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Directions for School Leadership Team: We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

1. Has your school made progress towards achieving the goal?

- How do the structures and systems in place at your school ensure all facets of the school culture create predictable environments and a school climate that supports your SIP goal?*
- What are the gaps that exist between your current state and your desired state?*
- How will you address them between now and the end of this school year?*

Fox Trail Elementary continues to follow the Leader in Me program, which supports the goals of the School Improvement Plan. Through the program, students are tracking their academic progress in their leadership notebooks which has helped make are students aware of their strengths and weaknesses. We have established a school-wide goal for i-Ready requiring them to "Strive for 45" and complete a minimum of 45 minutes on reading i-Ready. We are tracking the goal at a student level, class level and school level. The number of students consistently meeting the 45-minute goal and passing lessons with 70% or higher is increasing. The 4th and 5th grade teachers are following their instructional focus calendar and using the Standards Mastery Tests from i-Ready to monitor their progress. The additional data that is being created by these assessments has allowed the teachers to analyze the data and use it to plan for instruction as a part of their PLCs. We have examined the BAS data to compare this year's AP1 with last year's AP3. The data indicated that the percentage of proficient students scored comparably to last year and the struggling students continued to struggle. As a result, we have been able to target specific students for additional intensive interventions and select students to take part in extended learning opportunity camps. In addition, at risk reading students in grades 4 and 5 are receiving additional support from a reading support teacher. With all of these structures in place, we believe a positive impact will be achieved.

2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)

- What evidence do you see that a barrier has been reduced or eliminated?*
- What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- Did you identify other barriers that could serve as effective re- entry points into the plan?*

The greatest alterable barriers that we continue to address are attendance, materials and training. The school-wide attendance plan was thoroughly reviewed and amended to address the absences. Staff was made aware of the attendance procedures and of the parent communication that is required to inform about the importance of regular school attendance. The school social worker has also increased her involvement in school attendance. Currently, we have 72 students with attendance below 90%, which is a decrease from 129 students in 2017-18. A lack of sufficient and appropriate intervention materials was another barrier that was addressed. Materials were purchased through Title I funds to support our struggling students including those in the lowest 30. LLI Kits, Foundations and test aligned materials for afterschool and Saturday camps are some of the new materials. In addition, teachers have been trained to use these programs. We are just beginning to distribute and use these materials so we have not yet seen their impact, however we anticipate positive results if the programs are used with fidelity. The district has helped us identify areas of need and provide training for Guided Reading Calibrations to our 4th and 5th grade teachers. We have also provided in house reading trainings to increase our teacher's skills and self confidence in presenting small group guided reading instruction lessons, interactive read aloud lessons, shared reading lessons and deconstructing the standards. As a result, we are beginning to see teachers use these strategies.

3. Are your strategies being implemented with fidelity?

- Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

Our school-wide i-Ready initiative has been an effective tool to improve student scores by setting student goals and giving teachers an insight as to the specific needs of our students. The midyear test scores indicate an increase in proficiency for our students. Our teachers are becoming more proficient in disaggregating the data and utilizing it in order to plan for instruction. In fourth and fifth grade, teachers are using the standards mastery tests in order to determine the effectiveness of instruction and mastery of specific standards. This has helped our teams work together and focus on particular areas of need for their grade level. Our i-Ready focus this year has been for reading, however the success has led us to think about expanding this initiative to include math in the future.

We have provided teacher trainings in order to ensure the teachers have the necessary tools to effectively implement small group guided reading instruction, shared reading and interactive read-alouds with fidelity. We continue to support teachers as they become more comfortable with these strategies.

4. What are your benchmarks for success?

- A. How will you progress towards your goal impact student achievement?*
- B. What is your desired state?*
- C. What gaps exist between your current state and your desired state?*

Our desired goal is increased proficiency with an emphasis on increased proficiency for our lowest 30th percentile. The ability to generate and look at the grade level data through i-Ready has helped us drill down and focus on the particular areas of weakness. It not only helped us effectively group the students for instruction but as a team a plan was created with specific lessons and strategies to address identified standards. The first diagnostic identified weaknesses in Phonics and in Vocabulary. As a result focused and deliberate instruction was given and the midyear diagnostic indicates the gap is closing. At each grade level, new weaknesses have been identified through the midyear assessment and they are currently being addressed. In addition to i-Ready, teachers are collecting and analyzing BAS data, BSA data and formative assessment data in their PLCs in order to monitor their progress and determine the gains necessary for proficiency. Our teachers have embraced the data and have improved their ability to use the data to inform instruction, which is making a positive impact on our goal to increase proficiency.