

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: COUNTRY ISLES ELEMENTARY SCHOOL

District Name: Broward

Principal: Tonya Frost

SAC Chair: Ashley Armstrong

Superintendent: James Notter

Date of School Board Approval: Pending

Last Modified on: 09-14-2009

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

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

The vision of the School District of Broward County is: Educating today's students for tomorrow's world.

The vision of Country Isles Elementary is to create lifelong learners.

The mission of Country Isles Elementary School is: To ensure that all children entering our school will leave with life skills that will enable them to fulfill their potential to be caring, contributing, productive members of the 21st century. We are dedicated to Educating Responsible Citizens!

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Country Isles Elementary is a twenty-two year old school located in suburban Broward county servicing K-5th grade, ESE students, and an autism cluster.

Unique School Strengths for Next Year

Low staff turnover, After school care program, with an academic component, that is school board operated. We operate one of the oldest and largest programs in the county serving almost three hundred students daily. We maintain a delicate balance between academic enrichment, physical activity, and recreational activities.

Additionally, we have several partners in education who promote the connection between community and schools. They sponsor monthly/quarterly events for students to express their learning in a public form, as well as providing financial resources.

Unique School Weaknesses for Next Year

Increasing numbers in AYP categories make monitoring very difficult, drop in enrollment, and loss of quality staff due to budget cuts.

Student Demographics

Student Demographics:

Total Students: 950

White- 49% Black- 7% Hispanic 34% Asian- 7% Indian-0.1% Multi-Racial- 3% LEP-11% ESE-17.5%

Free/Reduced Lunch: 18%

Student Attendance Rates

2007- 94.90

2008- 94.70

2009- 94.60

Student Mobility

2007- 17.50
2008- 15.80
2009- 17.40

Student Suspension Rates

2007- 1.00
2008- 1.70
2009- 1.5

Student Retention Rates

2007- 1.78
2008- 0.87
2009- do not have data

Class Size

2007- Grades PK-3: 17.52 Grades 4-8: 21.22
2008- Grades PK-3: 17.49 Grades 4-8: 20.16
2009- Grades PK-3: 16.77 Grades 4-8: 21.7

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Borders, Fitness 21, Juiceblendz, Lightning Basketball camp, Publix, Joey the Baker, Camp Chameleon.

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Tonya Frost	Degrees: BS-Elementary Education MS- Reading EDS: Educational Leadership Certification: Elementary 1-6 Reading K-12 ESOL Endorsement	7	14	<p>School Grades: 2008-2009: A 2007-2008: A 2006-2007: A</p> <p>FCAT Information 2008-2009: Met Standards in: Reading- 85% Math- 82% Writing- 94% Science- 61%</p> <p>Made Learning Gains in: Reading- 74% Math- 67%</p> <p>Lowest 25% making learning gains: Reading- 63% Math- 68%</p> <p>FCAT Information 2007-2008: Met Standards in: Reading- 86% Math- 85% Writing- 97% Science- 58%</p> <p>Made Learning Gains in: Reading- 74% Math- 62%</p> <p>Lowest 25% making learning gains: Reading- 67% Math- 63%</p>

					FCAT Information 2006-2007: Met Standards in: Reading- 88% Math- 85% Writing- 95% Science- 60% Made Learning Gains in: Reading- 74% Math- 62% Lowest 25% making learning gains: Reading- 54% Math- 62% AYP Information: 2008-2009: No 2007-2008: Yes 2006-2007: Yes
Assis Principal	Mindy Morgan	BS-MS-	5	5	Same as above

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Phyllis Kay	BS- Elem Ed. MS- Curriculum & Instruction with concentration in reading	9	9	Same as above

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Country Isles Elementary follows policies and guidelines of the School Board of Broward County and the Florida Department of Education.	Tonya Frost	N/A	Hiring Freeze

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Mendoza, Moorehead, Hunter, Menendez	ESOL Endorsement	Elementary Ed.	Staff are within grace period to complete their ESOL endorsement.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
64	0	22	42	34	33	83	8	16	95

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Barbara McDermott	Any staff new to the school site	NESS coordinator	Site orientation, grade level orientation, induction to school/district policies and procedures

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

ESE funding for cluster. These funds provide additional staff such as the autism coach and paraprofessionals to ensure the academic success of autistic students as they integrate into the general education program.

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Additional funding to enhance student achievement for low performers.

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Child Study Team: Tonya Frost-Principal, Mindy Morgan-Assistant Principal, Clara Cinti-Guidance Counselor, Phyllis Kay-Reading Coach, Anna Osorio-School Psychologist, Brenda Geimer-Support Facilitator, Jodi Lue-SLP, Elizabeth Yanik-SLP, Christine Orlando-Autism Coach, Mary-Ann Ziemon-Social Worker, Classroom teacher representative (varies). These people are part of the team because of their expertise and membership in the leadership community.

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

Weekly meetings coordinated by an administrator.

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

Provide feedback on our goals to develop strategies for struggling students.

RtI Implementation

Describe the data management system used to summarize tiered data.

Virtual Counselor, Data Warehouse, In house file maker system.

Describe the plan to train staff on RtI.

Annual Pre-planning trainings and Monthly updates disseminated by the team leaders.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths- Improvement in lowest 25% and improvement in percent of SWD meeting criteria.
Weaknesses- SWD-Reading and Math making AYP, ED-Math, ELL-Math

Instructional Calendar Development

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

Using the district BEEP IFC, adjusting for needs indicated by 2009 FCAT data.

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

Reading-Main Idea/Purpose
Math-Number Sense
Science- Scientific Thinking
Writing- Expository

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

CWT; data conferences with administration and grade team.

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

JA, Career Day, Partner-Sponsored career exploration, and Field Trips.

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?

Course selection-N/A.
Extra curricular events allow students real-world application of academic content. Field trips, monthly community outreach, and student organizations all support academic and career interaction.

DO

Direct the Instructional Focus

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

BEEP IFC, modified with school data by support staff and team leaders.

How are instructional focus lessons developed and delivered?

BEEP IFC

How will instructional focus lessons be revised and monitored?

Team planning, data conversations, and CWT/feedback.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Treasures, Trophies, Mini-benchmarks, BAT, and Diagnostic tools from SBBC Struggling Readers Chart.

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

Mastery criteria are determined by assessment. 80-80-80 Rule

Maintenance

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

Established by district via mini-benchmark assessments and BAT.
Performance criteria mastery demonstrated by projects and portfolios.

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

Quarterly data conferences with teams for preplanning, monitoring, adjusting, and enriching the curriculum.
Monthly/weekly leadership meetings to monitor/assess progress and instructional focus.

Monitoring

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

Monthly data analysis and data chats to revise IF and monitor implementation.

ACT

Supplemental and Intensive Instruction/Interventions

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

Chart C of FLDOE PMRN

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

Daily schedules have built-in re-teach time. After school camps and ER days provide additional re-teach time.

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

PGP goals, based on achievement data will drive PD.

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

Students at and below 40th percentile, levels 1 & 2, and students on cusp of level 3.

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

Mini-benchmarks, Text tests, and District approved formative assessments (ie. DRA, DAR, TEMA, TOMA)

Enrichment

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

Tech based programs (laptops, online research, distance learning, podcasts, etc.)
DI by gifted endorsed teachers.

Describe how students are identified for enrichment strategies.

Data, Teacher observation, and Gifted CST.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Curriculum Committee- contains a representative from each grade level K-5 and ESE, a specials teacher, and a parent	Chair person (varies from year to year)	Monthly	3rd Wednesday of the month	School improvement goals
Grade Level Meeting- the team of teachers	Chair person (varies from year to year)	Monthly (sometimes more often)	4th Wednesday of the month	School improvement goals, planning, and analyze data
Whole Staff Meeting- instructional and non-instructional staff	Tonya Frost or Mindy Morgan	Monthly	1st Wednesday of the month	School improvement goals and disseminating information
Professional Development Training- the group varies by content and topic	Instructor leading the training (varies for each training)	Monthly	2nd Wednesday of the month	Focusing on how to read school improvement goals and learning effective strategies to use in the classroom

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Annual Kindergarten Round-Up and Monthly classroom tours.

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students with Disabilities		By May 2010, 69% of students with disabilities will score a level 3 or above or show learning gains on the Florida Comprehensive Assessment test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students in K-5 participate in a mandatory, school-wide 90 minute reading block.	Tonya Frost and Mindy Morgan	1. In-class evaluations	FCAT
2	2. Students will be grouped for reading instruction according to diagnostic and assessment results on an ongoing basis.	Tonya Frost and Mindy Morgan	2. Mini-Benchmarks Assessments	FCAT
3	3. Students K-5 will be engaged in a daily, independent period of self-selected reading.	Tonya Frost and Mindy Morgan	3. Benchmark Assessment	FCAT
4	4. Students K-5 will utilize Accelerated Reader and other computer programs to enhance reading skills.	Tonya Frost and Mindy Morgan	4. AR tests	FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 69% of students with disabilities will score a level 3 or above or show learning gains on the Florida Comprehensive Assessment test.	Reading Series Training	District	Ongoing	Classroom walk throughs done by administration	Principal and Assistant Principal
By May 2010, 69% of students with disabilities will score a level 3 or above or show learning gains on the Florida Comprehensive Assessment test.	Read-Alouds	Barbara McDermott	August 18	Classroom walk throughs done by administration	Principal and Assistant Principal
By May 2010, 69% of students with disabilities will score a level 3 or above or show learning gains on the Florida Comprehensive Assessment test.	Updated Test Specs and Terminology	Phyllis Kay	August 20	Classroom walk throughs done by administration	Principal and Assistant Principal

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Student consumables, manipulatives, visual/audio aides, teacher manuals, Accelerated Reader	FTE generated by ESE students, Capital funds	\$1,125.00
		Total: \$1,125.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$1,125.00		

End of Reading Goal

Mathematics Goal

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

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Students with Disabilities			By May 2010, 74% of students with disabilities will score a level 3 or above or show learning gains on the Florida Comprehensive Assessment test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in K-5 will practice daily calendar math skills.	Principal, Assistant Principal, and Classroom teachers	End of book tests, In-class evaluations, BATS, and Mini-BATS	FCAT
2	Students in K-5 will participate in daily math challenge questions.	Principal, Assistant Principal, and Classroom teachers	End of book tests, In-class evaluations, BATS, and Mini-BATS	FCAT
3	Students will practice math skills in math centers that utilize manipulatives.	Principal, Assistant Principal, and Classroom teachers	End of book tests, In-class evaluations, BATS, and Mini-BATS	FCAT
4	Students will create holistic projects that include a math component that will demonstrate mastery of previously taught math skills.	Principal, Assistant Principal, and Classroom teachers	End of book tests, In-class evaluations, BATS, and Mini-BATS	FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Economically Disadvantaged			By May 2010, 74% of economically disadvantaged students will score a level 3 or above or show learning gains on the Florida Comprehensive Assessment test.	
	Action Step	Person Responsible for Monitoring the	Process Used to Determine Effectiveness	Evaluation Tool

		Action Step	of Action Step	
1	Same as above	Same as above	Same as above	Same as above

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 74% of students with disabilities will score a level 3 or above or show learning gains on the Florida Comprehensive Assessment test.	Math Specs	Mindy Morgan	August 20	CWT	Principal and Assistant Principal
By May 2010, 74% of economically disadvantaged students will score a level 3 or above or show learning gains on the Florida Comprehensive Assessment test.	Strategies for Struggling Math Students	ESE team leader	January 19	CWT	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Replacement of consumables and damaged manipulatives.	FTE generated by ESE and ELL students	\$1,125.00
		Total: \$1,125.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,125.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All fifth grade students		By May 2010, 65% of all students in grade 5 will score at or above a Level 3 in the science Florida Comprehensive Assessment Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be instructed in science standards according to the BEEP portal lessons.	Principal and Assistant Principal	Mini-benchmarks, classroom projects/experiments assessed by rubrics, teacher observation	FCAT
2	Science kits will be used to provide hands-on science experiments.	Principal and Assistant Principal	Mini-benchmarks, classroom projects/experiments assessed by rubrics, teacher observation	FCAT

3	Country Isles garden will be used as an observation lab for students K-5.	Principal and Assistant Principal	Mini-benchmarks, classroom projects/experiments assessed by rubrics, teacher observation	FCAT
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 65% of all students in grade 5 will score at or above a Level 3 in the science Florida Comprehensive Assessment Test.	Science test specs	Mindy Morgan	August 19	CWT	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Replenish consumable materials	FTE generated by all students	\$1,125.00
		Total: \$1,125.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$1,125.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All fourth grade students		By May 2010, 95% of grade 4 students will score at or above Level 3.0 on the 2010 FCAT Writing Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be instructed in specific writing techniques/formats with an emphasis on expository.	Principal and Assistant Principal	Mini-benchmarks, Florida Writes! Assessment, quarterly writing prompts, school designed rubrics/assessments.	FCAT
2	Students K-5 will write and publish letters, stories, poems, etc. through the Hot off the Press for authentic audiences. (ie. Borders Author Night, Author's Chair, school website)	Principal and Assistant Principal	Mini-benchmarks, Florida Writes! Assessment, quarterly writing prompts, school designed rubrics/assessments.	FCAT

3	All students in grade 4 will participate in weekly writing workshops.	Principal and Assistant Principal	Mini-benchmarks, Florida Writes! Assessment, quarterly writing prompts, school designed rubrics/assessments.	FCAT
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 95% of grade 4 students will score at or above Level 3.0 on the 2010 FCAT Writing Assessment.	Writing Workshop	Grade 4 team leader	November 11	CWT	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Replacement of consumables (ie. Transparencies, markers, copy paper)	FTE generated by all students	\$1,125.00
		Total: \$1,125.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,125.00

End of Science Goal

Parent Involvement Goal

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Parent Involvement		33% of parents will participate in supporting the school's academic goals.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Attend monthly academic nights.	Principal and Assistant Principal	Sign-in sheets	Sign-in sheets
2	Sign agenda daily.	Classroom teachers	Agendas	Agendas
3	Sign monthly reading logs.	Classroom Teachers	Reading logs	Reading logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

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

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Student consumables, manipulatives, visual/audio aides, teacher manuals, Accelerated Reader	FTE generated by ESE students, Capital funds	\$1,125.00
Mathematics	Replacement of consumables and damaged manipulatives.	FTE generated by ESE and ELL students	\$1,125.00
Writing	Replacement of consumables (ie. Transparencies, markers, copy paper)	FTE generated by all students	\$1,125.00
Science	Replenish consumable materials	FTE generated by all students	\$1,125.00
			Total: \$4,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$4,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

Monitor implementation of SIP, monthly meetings led by the SAC chair, sub committee modifications as necessary noted in minutes, each member of SAC is part of a curriculum committee.

SAC Members

Members

- 1) Tonya Frost, Principal
- 2) Ashley Armstrong, SAC Chair
- 3) Joanne Loy, Teacher
- 4) Debbie Goldstein, Teacher
- 5) Shana Maginnis, Teacher
- 6) Diana Podel, Parent
- 7) Lori Hersey, Parent
- 8) Sheryl Feldman, Parent
- 9) Marian Shakespeare, Parent
- 10) Maria Tortolani, Parent
- 11) Thomas Reiss, Parent
- 12) Diane Magdeleno, Parent
- 13) Danielle Fertig, Parent
- 14) Elizabeth Srour, School Support Personnel
- 15) Randy Rollins, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward COUNTRY ISLES ELEMENTARY SCHOOL 2981											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 517 Math: 517		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	100	Y	100	Y	78	Y	78	Y			Y			NA	21	22	NA	20	22	NA	80	NA	75	NA	
WHITE	100	Y	100	Y	85	Y	88	Y			Y			NA	15	15	NA	14	12	NA	85	NA	81	NA	
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
HISPANIC	100	Y	100	Y	73	Y	69	Y	94	93	Y			NA	28	27	NA	25	31	NA	77	NA	68	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	67	Y	65	N			94	Y		NA		33	NA		35	NA	71	NA	63	N	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	99	Y	59	N	66	N	89	84	N			NA	54	41	N	33	34	N	72	N	68	N	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward COUNTRY ISLES ELEMENTARY SCHOOL 2981											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 566 Math: 566		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	99	Y	99	Y	79	Y	80	Y			Y			NA	21	21	NA	22	20	NA	74	NA	78	NA	
WHITE	99	Y	99	Y	85	Y	86	Y			Y			NA	16	15	NA	17	14	NA	78	NA	84	NA	
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
HISPANIC	100	Y	100	Y	72	Y	75	Y	94	Y				NA	26	28	NA	29	25	NA	72	NA	72	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	98	Y	99	Y		NA		NA			NA			NA			NA			NA					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	98	Y	99	Y	46	Y	67	Y			NA			NA	51	54	N	47	33	NA	57	N	66	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward COUNTRY ISLES ELEMENTARY SCHOOL 2981											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 546 Math: 546		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	99	Y	99	Y	79	Y	78	Y			Y			NA	22	21	NA	17	22	NA	75	NA	69	NA	
WHITE	99	Y	99	Y	84	Y	83	Y			Y			NA	18	15	NA	14	17	NA	81	NA	72	NA	
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
HISPANIC	99	Y	99	Y	74	Y	71	Y	92	Y				NA	30	27	NA	21	29	NA	70	NA	64	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	98	Y	98	Y		NA		NA			NA			NA			NA			NA					
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	64	Y	64	Y			NA			NA		39	NA	30	36	NA	61	NA		NA	
STUDENTS WITH DISABILITIES	97	Y	97	Y	49	N	53	Y			NA			NA	57	Y	41	47	N	47	NA	53	N		

SCHOOL GRADE DATA

Broward School District COUNTRY ISLES ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	82%	94%	61%	322	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	67%			141	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	68% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					594	
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 COUNTRY ISLES ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	85%	97%	58%	326	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	72%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	63% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					596	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District COUNTRY ISLES ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	85%	95%	60%	328	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	62%			136	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	62% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested