

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: COUNTRY HILLS ELEMENTARY SCHOOL

District Name: Broward

Principal: Donna Morrison

SAC Chair: Jinky Anderson

Superintendent: JAMES F. NOTTER

Date of School Board Approval: 12/1/09

Last Modified on: 09-11-2009

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VISION and MISSION STATEMENTS

Mission: Country Hills Elementary, a Science and Technology Magnet School, strives for excellence in education while meeting the diverse needs of our students and fostering a lifelong love of learning in a positive and safe educational environment.

Vision: Country Hills Elementary will provide the highest quality education for all students.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

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- Country Hills Elementary built in 1989. The facility houses 6 separate buildings plus a 10 classroom modular addition
- Student population 920
- Science and Technology Magnet School of Change
- Technology is integrated into all curricular areas in grades K-5
- Hands-on Science Labs are provided for both primary and intermediate students
- Open Media Center provides students with daily access to media resources
- Student population approximately 880
- Two ESE Preschool Programs
- Three Intellectually Disabled Cluster Classes
- Balanced Literacy Program for 19 years
- Progress Report Waiver allows letter grades to begin in grade 4
- Written narratives and Portfolio Conferencing enhance reporting of student progress
- School values parent participation and plans family nights such as Family Science, Math and Reading Nights and Student Author Night
- Student achievement is highlighted at the school-wide Academic Fair with student-led conferencing
- CHE values community service projects
- CHE values Community and Business Partnerships
- Active PTA and volunteer program
- Eight Multiage Classrooms

Unique School Strengths for Next Year

Unique School Strengths for Next Year

- 16 National Board Certified Teachers
- Science and Technology Magnet School of Change
- Strong Balanced Literacy Reading Program for the past 20 years
- A wealth of fiction and nonfiction Guided Reading materials
- Extensive classroom libraries at all grade levels
- Highly qualified staff with in house trainers both for our school and District
- Continuous Professional Development
- Science Resource teachers coordinating lessons with classroom teachers
- Full continuum of ESE services
- Winner of 4 Little Red Schoolhouse Awards
- Five Star School for ten years and Golden School Award for the past 20 years
- Awards include Week of the Ocean, Martin Luther King Celebrations, Water Conservation, District Spelling Bee winners, Math Team winners

- PTA support for technology and family involvement

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

- Funding for extra support personnel due to budget cuts
- Need to increase the number of digital classrooms
- Loss of funding for instructional materials
- Loss of Reading Waiver for Balanced Literacy Program

Student Demographics

Demographic Groups % 2007 2008 2009

Female 48.4, 49.7, 49.7

Male 51.5, 50.2, 50.2

White 62.7, 59.9, 57.9

Black 13.0, 16.1, 17.7

Hispanic 15.4, 15.5, 15.8

Asian 6.37, 6.24, 5.92

Native .40, .52, .43

Multi 1.92, 1.66, 2.08

Free/Reduced 16.0, 21.5, 25.2

ELL 6.37, 5.93, 6.14

ESE 18.8, 16.5, 18.1

Student Attendance Rates

2007 2008 2009

Attendance Rates 95.10, 95.3, 94.8

Student Mobility

2007 2008 2009

Mobility % 17.10, 13.00, 11.90

Student Suspension Rates

2007 2008 2009

In-School Sus % 0, .50, .70

Out of School sus% 0, 0, .30

Student Retention Rates

2007 2008 2009

Retention % 3.16, 2.76

Class Size

2007 2008 2009

PK-3 Avg 16.32, 15.76, 15.54

4-8 Avg 19.85, 18.68, 20.23

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Partnerships and Grants

Target, Publix, Wyndham Learning Center, Four Star Ravioli, BankUnited, Red Wagon Toy Store, Pepperoni Grill, McDonald's, Wendy's, Carvel Ice Cream.

Family Math Night at Target, Family Night at McDonald's, Publix donation of goods toward annual Halloween Parade, donation of turkey's or gift cards

Multiple TDIF Grants to further professional development

City of Coral Springs Grant-Guidance Counselor

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	Donna Morrison	BS in Education, Ohio University MA in Education, Curriculum and Instruction and Educational Leadership, Florida Atlantic University	13	18	18 years 2008-09: Grade A FCAT Reading Mastery: 87% FCAT Math Mastery: 91% FCAT Science Mastery: 71% FCAT Writing Mastery: 98% AYP: Made AYP for all subgroups 2007-08: Grade A FCAT Reading Mastery: 88% FCAT Math Mastery: 91% FCAT Science Mastery: 73% FCAT Writing Mastery: 81% AYP: Made AYP for all subgroups 2006-07: Grade A FCAT Reading Mastery: 87% FCAT Math Mastery: 90% FCAT Science Mastery: 58% FCAT Writing Mastery: 92% AYP: Made AYP for all subgroups
Assis Principal	Laneia Hall	BS-Early Childhood Education, Murray State University MA-Educational Leadership, Florida Atlantic University	7	7	2008-09: Grade A FCAT Reading Mastery: 87% FCAT Math Mastery: 91% FCAT Science Mastery: 71% FCAT Writing Mastery: 98% AYP: Made AYP for all subgroups 2007-08: Grade A FCAT Reading Mastery: 88% FCAT Math Mastery: 91% FCAT Science Mastery: 73% FCAT Writing Mastery: 81% AYP: Made AYP for all subgroups 2006-07: Grade A FCAT Reading Mastery: 87% FCAT Math Mastery: 90% FCAT Science Mastery: 58% FCAT Writing Mastery: 92% AYP: Made AYP in all areas

* 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	Jinky Anderson	Elem. Educ.; ESOL; Working on Reading Endorsement	10	1	Previously reading resource teacher school grades past 3 years A

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Mentor Teacher for Grade Level changes	Reading Coach	Ongoing	
2. NESS, if applicable	Reading Coach	Ongoing	
3. Professional Book Studies	Team Leaders	Ongoing	
4. Differentiated Professional Development	Team Leaders	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified

No data submitted

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
59	0	14	32	54	51	100	2	27	88

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Stephanie Rosenthal	Judy Labrador	Teaching assignment change	Sharing of best practices, lesson planning, review of NGSSS
Celeste Everett	Amy Oppy	Change to Multiage 2/3	Sharing of best practices, lesson planning, review of NGSSS

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional instructional support during the school day.

Violence Prevention Programs

The school offers Gang Resistance and Drug Education Program for 5th grade students. The guidance counselor provides classroom sessions on anti-bullying and will utilize a violence prevention program called Second Step to do classroom lessons and educate parents and teachers on anti-bullying.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RTI Leadership Team is involved in the Collaborative Problem Solving Model that monitors student's academic growth and interventions and curriculum needs. The following individuals are members of these teams. All classroom teachers are involved in the RTI process depending on individual students.

- Principal-Donna Morrison-Monitors curriculum instruction, continuously analyzing test assessment data and instructional materials
- Assistant Principal-Laneia Hall-Monitors curriculum instruction and discipline issues and behavior plans
- ESE Specialist-Fig Dehlinger-Coordinates and schedules the Collaborative Problem Solving Meetings and assists with interventions for students who are ESE or going through the Collaborative Problem Solving process
- Guidance Counselor-Margie Alfaro-Provides counseling services to students and parents, assists with behavior plans, monitors attendance concerns and insures ELL services
- Reading Coach-Jinky Anderson-Model classroom instruction, assess students, schedules reading support groups, coordinates professional development
- Curriculum support/magnet coordinator-Margaret Campbell-Model curriculum lessons, works with teacher to provide interventions for intermediate students, supports students in area of writing
- Media Specialist-Judith Phalen-Coordinates Reading motivation programs, assists with computer programs, provides professional development in the area of technology
- Science Resource Teacher-Linda Rand-Works with teachers to ensure hands-on science activities and monitors teachers in following the Instructional Focus Calendar for Science
- ESE Support Facilitator-Diane Eagan-Provides academic support for ESE and regular education students communicating with both teacher and students
- School Psychologist- Phyllis Shinn-Handles Psychological Testing and meets with teachers and parents to discuss interventions, and maintains ongoing intervention data

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

- The Leadership team meets monthly, after school, to discuss curriculum updates, test data and professional development. Additionally the CPST meets monthly, all day, or more as needed to discuss individual students, plan interventions, and monitor student data. Parents are invited to attend the monthly meetings.

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

- The RTI Leadership Team meets with the curriculum committees to monitor the implementation of the SIP. In coordination with the School Advisory Council, annually this same teams meets in May to collaborate with teachers to create goals and actions steps based on recent test data.

RtI Implementation

Describe the data management system used to summarize tiered data.

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math and science), Florida Comprehensive Achievement Test (FCAT), Writing Baseline Assessment
- Progress Monitoring: PRMN, Mini Benchmark Assessment
- Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Writing Prompts
- End of Year: FAIR, FCAT

Describe the plan to train staff on RtI.

- Professional development will be provided during Teacher Pre-planning days, Early Release and employee planning days and after school.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

- Strengths: Across all grade levels, students are performing at or above the District and State averages in Reading, Math and Science. Our 5th grade Science scores have been consistently higher than the State and District scores and one of the top scores in Broward County with 71% meeting high standards. 98% of students meet standards in writing. The percentage of students making Learning Gains on the FCAT in Reading were 79% and 75% in Math. The percentage of those students in the lowest 25% made increased learning gains in both math and reading (math 73% and 76%).
- Weaknesses: Students entering grade 4 have lower achievement scores in the area Reading. 76% of all students in Grade 3 met high standards in reading.

Instructional Calendar Development

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

Country Hills will follow the Instructional Focus Calendars developed by the District for Reading, Math, Writing, and Science. The IFC's will be updated in October 2009 as the school reviews results from the September Benchmark Assessment Data (BAT) and again in December. Instructional focus will be monitored through ongoing Developmental Reading Assessment data in the area of Reading. Teachers make modifications to the IFC's based on the individual student needs. The teachers base instruction and the benchmarks taught on the Sunshine State Standards. The benchmarks are taught on a spiraling basis throughout the year. Administration reviews teacher's planbooks each semester and ongoing observations through Classroom Walk-throughs (CWT).

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

- Reading: Main Idea/Purpose was the least proficient strand and will be given priority focus.
- Writing: Continue to work on both narrative and expository writing since scores are high in both.
- Math: Measurement in grade 5 was the least proficient strand and will be given priority focus.
- Science: Earth and Space Science was the least proficient strand and will be given priority focus.

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

N/A

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

N/A

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

N/A

DO

Direct the Instructional Focus

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

- Team curriculum planning meetings are held across the grade levels, with BEEP lessons as a guide. Teachers share best practices and share instructional materials when implementing the IFC's.

How are instructional focus lessons developed and delivered?

- CHE utilizes the District developed instructional focus lessons including lessons on Broward Enterprise Educational Portal in combination with school's other curriculum resources. Classroom teachers are responsible for incorporating the instructional focus lessons on a regular basis. Teachers will monitor student's progress and make modifications as needed.

How will instructional focus lessons be revised and monitored?

- Based on ongoing assessment results, student response and teacher observation. The lessons will be monitored through CWT and teacher lesson plans.

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.

- The following ongoing formative assessments will be utilized during the school year: Benchmark Assessment Test, mini BATs, Q-BATs, Developmental Reading Assessment/Word Analysis, Diagnostic Reading Assessment, DIBELS, Baseline Writing Prompts/Samples, Oral Reading Fluency, San Diego, Rigby Benchmark Assessment, Primary and Intermediate Spelling Inventory, Math open-ended assessments, Math Inventory, FAIR

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

- Analyze the results from the various ongoing assessments with 75% for mastery. The Benchmark Assessment Test reveals students who will not meet proficiency. These students will receive additional support in reading and math. Teachers will make modifications to their classroom instruction to differentiate to meet individual student needs.

Maintenance

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

- Teachers review and reteach benchmarks in a spiraling fashion. Always returning to previously taught benchmarks. Flexible grouping for reteaching is driven by assessment and teacher observation.

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.

- BAT and mini-BATs are shared with Leadership Team and classroom teachers track individual student progress. Intervention groups are based on results of these test results.

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.

- Principal and Leadership team monitor DRA data at the beginning, middle and end of the year. Fall BAT results are used to develop intervention groups. At mid-year Child Studies are held with Leadership Team and the teachers to analyze students' progress in grades 1 and 2. In the Spring, all K teachers participate in child studies analyzing individual student progress in math, reading and writing. Classroom Walkthroughs will be conducted on a weekly basis by school administrators using reflective conversations with teachers.

ACT

Supplemental and Intensive Instruction/Interventions

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

- Treasures along with the Balanced Literacy Program will be taught during an uninterrupted reading

block. Triumphs, Quick Reads, QAR, Soar to Success, Wilson, Accelerated Literacy Learning (A.L.L.) and Read Naturally are utilized for supplemental and intensive instruction. Harcourt Math, Math their Way, Calendar Math, Singapore Math and Mountain Math are used for the core, supplemental and intensive instruction. Delta Hands-on activity kits are used for science along with the Harcourt Science textbook.

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

- Pullout or push-in resources: Pullout groups utilize Soar to Success, double-dose of guided reading, Wilson, Wilson Foundations, and A.L.L. Additionally in the classrooms Fountas and Pinnell Literacy Learning Intervention, Triumphs, Odyssey and Breakthrough to Literacy are utilized as supplemental and intensive instructional materials for tutorials. Math tutorials are done after school for students in grades 3, 4 and 5. Primary and intermediate Science teachers deliver hands-on science labs to our students.

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

- Staff Development Needs Assessment Survey, new State and District initiatives and analysis of student test data assist in determining new staff development.

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

- Students who are not meeting high standards, those predicted not to be proficient on the Benchmark Assessment test and those who are identified at the Collaborative Problem Solving Team meetings. Will be targeted for supplemental and intensive instruction/interventions.

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

- Assessment data and progress monitoring will be used to determine the effectiveness of the intervention and changes based on the data. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

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

- Students are grouped in flexible guided reading groups based on Developmental Reading Assessments. Math Inventories are used to identify math enrichment groups. Writing workshop model allows for individual conferencing for all students, including the enrichment. Soaring with Science, Sunshine Math, Reading Incentive Programs, independent studies/research projects, Science journals and demonstrations are used to enhance academic instruction. Students are grouped in gifted/high achieving classes.

Describe how students are identified for enrichment strategies.

- DRA reading levels, FCAT and SAT results are used to determine placement in enrichment groups. Teacher observations and feedback are also taken into consideration for placement into these classes. Parental input is a consideration for placement decisions.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Technology-K-5	Judy Phalen-Media Specialist	Monthly	Wednesday afternoons	Integration of Technology in the curriculum areas
NG SSS/Test Specifications/District Initiatives-K-5	Jinky Anderson-Reading Coach Margaret Campbell-Curriculum Support/Magnet Coordinator	Weekly	Tuesday Team Meetings	Develop an understanding the new Sunshine State Standards in Reading, Math and Science
The Daily Five-(Reading Instruction)-K-3	Nina Deboo/Kristen Johnson	Monthly	3rd Thursday of each month beginning August 13th	The Daily 5-a series of daily literacy tasks to meet the unique needs of each child.

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

During the Spring, local preschools tour the Country Hills Kindergarten classrooms and campus to familiarize them with the school and expectations for the coming year.

Monthly tours are ongoing for preschool parents and their children from February through June.

A Kindergarten orientation is planned for parents in May sharing an overview of curriculum, daily schedule, good management techniques, information about PTA and other parent groups.

The Friday, prior to school starting, parents and students are invited to meet the teacher and see the classroom preparing them for the first day of the school.

All Kindergarten students will participate in screenings during the first month of school and results will be shared with parents.

Postsecondary Transition

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

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?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 87% of the students scored at Level 3 or higher on the Reading Portion of FCAT.		By June 2010, 89% of the students in grades 3-5 will score at Level 3 or higher on the Reading portion of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Follow Broward County's Comprehensive Research-Based plan focusing on the six essential components of reading	1. Reading Coach	1. Monitor placement of students into appropriate guided reading groups based on DRA levels 2. Data chats with teachers and students	1. Developmental Reading Assessment and Benchmark Assessment Test data 2. CWT's logs and mini BAT's, test preparation materials
2	2. Target additional strategies for Main Idea/Purpose	2. Reading Coach	2. Lesson plans will be reviewed and CWT's will be conducted	2. CWT's logs and mini BAT's, test preparation materials

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
76% of the Lowest 25% made Learning Gains in Reading.		By June 2010 78% of the Lowest 25% will make Learning Gains on the Reading Portion of the FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Instruct students utilizing additional Differentiated Guided Reading groups based on student needs	1. Reading Coach	1. Review the results of the DRA's and BAT 1 and BAT 2. Administrators will review classroom walkthrough logs	1. Benchmark Assessment Test (BAT) , Mini BAT's
2	2. Utilize supplementary resources such as Triumphs, Soar to Success, Wilson	2. Reading Coach	2. Review the results of the DRA's and BAT 1 and BAT 2.	2. BAT, Mini BAT's
3	3. Schedule an additional reading resource block for students scoring at Levels 1 & 2.	3. Intermediate Resource Teacher	3. Review the results of mid-year DRA's and BAT 1 and BAT 2. Discuss with teachers the mini benchmark assessment data.	3. BAT, Mini BAT's

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 89% of the students in grades 3-5 will score at Level 3					

<p>or higher on the Reading portion of the FCAT.</p> <p>By June 2010 78% of the Lowest 25% will make Learning Gains on the Reading Portion of the FCAT.</p>	<p>NGSSS/Test Specifications/District Reading Initiatives</p>	<p>Team Leaders</p>	<p>Aug '09-Mar '10</p>	<p>Classroom Walkthroughs and review of lesson plans, and attending weekly team meetings</p>	<p>Principal/Assistant Principal</p>
<p>By June 2010, 89% of the students in grades 3-5 will score at Level 3 or higher on the Reading portion of the FCAT.</p> <p>By June 2010 78% of the Lowest 25% will make Learning Gains on the Reading Portion of the FCAT.</p>	<p>"The Daily Five" for comprehension, phonics, fluency, phonemic awareness, oral language and vocabulary</p>	<p>Nina Deboo/ Kristen Johnson</p>	<p>Aug '09-Mar '10</p>	<p>PLC monthly discussions, classroom visits</p>	<p>Principal/Assistant Principal</p>

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Treasures	Instructional Materials/funded through District	\$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
Summer Reading Training for PLC Leaders	Staff Training	\$1,300.00
Daily 5 Kickoff Teacher Training	Accountability	\$1,500.00
		Total: \$2,800.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,800.00

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, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 3-5, 91% of the students met high standards	By June 2010, 93% of the students in grades 3-5 will on

on the Math Portion of the FCAT.			the Math portion of the FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize Singapore Math for problem solving	1. Intermediate Curriculum Resource Teacher	1. Classroom Visits and review of math plans	1. BAT's, mini BAT's, teacher observation
2	2. Incorporate Technology into Math using Odyssey, Graph Master, Graph Club, FCAT Explorer, and other technology.	2. Intermediate Curriculum Resource Teacher	2. CWT's and lesson plans	2. BAT's, mini BAT's, Odyssey reports, teacher observations
3	3. Participate in enriching calendar math and mountain math activities to promote mental math, real-world connections, problem solving and justification of answers	3. Intermediate Curriculum Resource Teacher	3. Classroom visits and CWT logs	3. BAT's, mini BAT's, teacher observations

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
73% of the Lowest 25% made Learning Gains on the Mathematics Portion of the FCAT			By June 2010, 75% of the Lowest 25% will make Learning Gains on the Mathematic Portion of the FCAT.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize Calendar Math and Mountain Math to target the five math strands	1. Assistant Principal	1. Compare BAT 1 to BAT 2 results and review teacher's Chapter Tests and mini BAT data	1. BAT 1 and BAT 2, Chapter Tests, mini BAT's
2	2. Instruct students utilizing additional Differentiated small groups targeting skills identified on the quarterly assessments	2. Team Leaders	2. Compare BAT 1 to BAT 2 results and review teacher's Chapter Test and mini BAT data	2. BAT, Mini BAT, Q-BAT,
3	3. Utilize multi-strand daily written math practice and FCAT dailies that review all five strands of mathematics	3. Team Leaders	3. Chapter Test	3. BAT 1 and BAT 2, Mini BAT, Q-BAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 93% of the students in grades 3-5 will on the Math portion of the FCAT. By June 2010, 75% of the Lowest 25% will make Learning Gains on the Mathematic Portion of the FCAT.	Modeled Drawing Workshop	Cathy Kuhns	08/09-03/09	Team Meeting Discussions/Modeling of lessons, classroom visits, documentation of lesson plans	Intermediate Resource Teacher
By June 2010, 93% of the students in grades 3-5 will on the Math portion of the FCAT. By June 2010, 75% of the Lowest 25% will make Learning Gains on the Mathematic Portion of the FCAT.	New Math Standards	Peggy Campbell	08/09-03/09	Modeling of lessons, classroom visits, documentation of lesson plans	Intermediate Resource Teacher
By June 2010, 93% of the students in grades 3-5 will on the Math portion of the FCAT. By June 2010, 75% of the Lowest 25% will make Learning Gains on the Mathematic Portion of the FCAT.	Early Number	Cathy Kuhns	08/09-03/09	Classroom visits	Reading Coach
By June 2010, 93% of the students in grades 3-5 will on the Math portion of the					

FCAT. By June 2010, 75% of the Lowest 25% will make Learning Gains on the Mathematic Portion of the FCAT.	Fraction to Decimals Workshop	Cathy Kuhns	08/09-03/09	Modeling of Lessons/documentation of lesson plans	Intermediate Resource Teacher
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Word Problems for Modeled Drawing Practice	Instructional Materials	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute Teachers	Staff Training	\$600.00
		Total: \$600.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,100.00

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grade 5, 71% of the students met high standards on the FCAT Science Test.		By June 2010, 73% of our students in Grade 5 will meet high standards on the FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase emphasis on Science vocabulary terms and process skills. Use Brainpop website to enhance science concepts.	1. Science Resource Teachers	1. CWT's, Observation and review of Science lesson plans	1. Science BAT and mini BAT's (3-5)
2	2. Increase the hands-on Science experiments/centers in the classroom labs using BEEP lessons, Science kits, IFC's	2. Science Resource Teachers	2. Classroom and Science Lab visits by Assistant Principal and Principal	2. Science BAT and mini BAT's (3-5)
3	3. Insure that all students K-5 maintain a Science journal/binder.	3. Science Resource Teachers	3. Classroom visits to review science journals	3. Science BAT and mini BAT's (3-5)

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
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By June 2010, 73% of our students in Grade 5 will meet high standards on the Science Portion of the FCAT.	New Science Standards/5 E Model K-5	Science Resource Teachers	08/2009-03/2010	Team Meeting Discussions	Principal/Assistant Principal
By June 2010, 73% of our students in Grade 5 will meet high standards on the Science Portion of the FCAT.	District and State Science Websites	Science Resource Teachers/Media Specialist	08/2009-03/2010	PLC-Technology	Principal/Assistant Principal
By June 2010, 73% of our students in Grade 5 will meet high standards on the Science Portion of the FCAT.	District Science Training-Standards/Test Specs	Team Leaders and Science Resource Teachers	06/2009	Team Meeting Discussions	Principal/Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Consumable Materials and Supplies for hands-on activities	Instructional Materials	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
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: \$1,500.00

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
98% of students in grade 4 met high standards on the Florida Writes. 84% of our students in grade 4 scored at 4.0 or higher on the Florida Writes.		By June 2010, 86% of our students in grade 4 will score at 4.0 or higher on the FCAT Writes.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Utilize more student samples to promote understanding of the writing components.	1. 4th grade Team Leader and Intermediate Curriculum Specialist	1. Analysis of student work samples/prompts	1. District Writing Baseline Assessment, FCAT Writes	
2. Increase student conferences to address individual writing targets for all subgroups.	2. Grade Level Team Leaders	2. Analysis of student work samples/prompts.	2. District Writing Prompts/Classroom Prompts	
3. Utilize the District Writing Curriculum and BEEP lessons across grade levels.	3. Reading Coach	3. Analysis of student work samples/prompts.	3. District Writing Prompts	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 86% of our students in grade 4 will score at 4.0 or higher on the FCAT Writes	Personal Narrative 4.1-District Training	District Trainer-Camile Earle-Dennis	6/09-8/09	Attend 4th grade team meetings Review personal narrative prompts	Principal/Assistant Principal and 4th Grade Team Leader
By June 2010, 86% of our students in grade 4 will score at 4.0 or higher on the FCAT Writes	Critical Content Writing	Team Leaders	8/09-5/10	Continue professional study groups in the area of writing	Team Leaders

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Increase Mentor Texts for classroom libraries	Instructional Materials Allocation	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Increased document cameras/LCD projectors	PTA	\$11,000.00
		Total: \$11,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute Teachers	Accountability	\$800.00
		Total: \$800.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$13,800.00

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
84% of the student' parents/guardian attended the Academic Fair in April 2009.		By April 2010, 87% of the students' parents will attend the Spring Academic Fair.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Advertise the upcoming Academic Fair in our bi-monthly newsletters.	1. Principal	1. Collect attendance sheets/sign-in logs	1. Maintain attendance logs in each classroom
2	2. Compose student invitations to their parents	2. Classroom Teachers	2. Collect feedback from parents	2. Parent Feedback Forms
3	3. Schedule student demonstration/performance	3. Science Resource Teachers	3. Parent attendance	3. Parent Feedback forms and attendance of parents

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
This year will establish the baseline for this goal trying to plan and schedule more parent workshops.		50% of our families will have at least one parent attend a CHE parent workshop during the 2009-10 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Schedule a parent training that focuses on teaching your child empathy, impulse control and anger management	1. Guidance Counselor	1. Collection of sign-in sheets	1. Attendance at Parent Workshops
2	2. Schedule parent math training offering both a morning and evening session	2. Math Teacher	2. Collection of sign-in sheets	2. Attendance at Parent Workshops
3	3. Schedule a parenting workshop to target best practices for homework support	3. Classroom Teachers	3. Collection of sign-in sheets	3. Attendance at Parent Workshops

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
2.50% of our families will have at least one parent attend a CHE parent workshop during the 2009-10 school year.	Parenting Workshops	Marjorie Alfaro, Guidance Counselor	9/24/09	Teachers' Newsletters, fliers to enhance communication of workshops	Principal and Assistant Principal

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	Treasures	Instructional Materials/funded through District	\$0.00
Mathematics	Word Problems for Modeled Drawing Practice	Instructional Materials	\$500.00
Writing	Increase Mentor Texts for classroom libraries	Instructional Materials Allocation	\$2,000.00
Science	Consumable Materials and Supplies for hands-on activities	Instructional Materials	\$1,500.00
			Total: \$4,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Increased document cameras/LCD projectors	PTA	\$11,000.00
			Total: \$11,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Summer Reading Training for PLC Leaders	Staff Training	\$1,300.00
Reading	Daily 5 Kickoff Teacher Training	Accountability	\$1,500.00
Mathematics	Substitute Teachers	Staff Training	\$600.00
Writing	Substitute Teachers	Accountability	\$800.00
			Total: \$4,200.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$19,200.00

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
Daily 5 Kickoff Training for staff	1500
Substitute Teachers for Professional Development	800
Teacher Stipends for Academic Fair	500
Teacher Stipends for Family Science Night	500

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

Review the 2009-10 School Improvement Plan with new School Advisory members in September.
Host midyear discussions on progress of the five goals targeted in our SIP.
Create parent survey/needs assessment to determine areas of strengths and weaknesses.
Plan parent training to review components of the new Treasures Reading program.
Schedule parent training sessions.

SAC Members

Members

- 1) Donna Morrison, Principal
- 2) Jinky Anderson, SAC Chair
- 3) Diane Eagan, Teacher
- 4) Fran Wernersbach, Teacher
- 5) Allene Watkins, Teacher
- 6) Celeste Everett, Teacher
- 7) Lora Edwards, Teacher
- 8) Sharon Presentin, Teacher
- 9) Kristi Gilroy, Teacher
- 10) Layne Polakoff, Business Member
- 11) Brenda Greenberg, Business Member
- 12) Jenni Parsons, Parent
- 13) Osnat Yair, Parent
- 14) Norma Bernal, Parent
- 15) Jody Campanella, Parent
- 16) Deborah Coleman, Parent
- 17) Stacie Faulds, Parent
- 18) Maria Hrenick, Parent
- 19) Dawn Jarboe, Parent
- 20) Kelly McCarthy, Parent
- 21) Laurie Portal, Parent
- 22) Cheryl Powell, Parent
- 23) Thilaka Sritharan, Parent
- 24) Michele Vanderwarker, Parent
- 25) Antoinette Vliestra, Parent
- 26) Anna Van Helden, Parent
- 27) Julie Walk, Parent
- 28) Alysa Abzug, Parent
- 29) Jerome Brown, Community Member
- 30) Paula Amoriello, School Support Personnel

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward COUNTRY HILLS ELEMENTARY SCHOOL 3111															
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 458 Math: 458		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2008	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	83	Y	86	Y			Y				NA	17	17	NA	12	14	NA	84	NA	84	NA	83	NA	
WHITE	100	Y	100	Y	87	Y	91	Y			Y				NA	11	13	NA	7	9	NA	86	NA	83	NA			
BLACK	100	Y	100	Y	74	Y	69	Y			NA				NA	32	26	NA		31	NA	83	NA	72	NA			
HISPANIC	100	Y	100	Y		NA		NA			NA				NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	67	Y	68	Y			NA				NA	37	33	NA	38	32	NA	76	NA	73	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA							
STUDENTS WITH DISABILITIES	99	Y	99	Y	68	Y	70	Y			NA				NA	28	32	NA	19	30	NA	71	NA	65	NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward COUNTRY HILLS ELEMENTARY SCHOOL 3111															
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 491 Math: 491		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2007
TOTAL ⁴	100	Y	100	Y	83	Y	88	Y			Y				NA	16	17	NA	13	12	NA	73	NA	85	NA			
WHITE	100	Y	100	Y	89	Y	93	Y			Y				NA	10	11	NA	9	7	NA	76	NA	88	NA			
BLACK	100	Y	100	Y	68	Y		NA			NA				NA		32	NA			NA							
HISPANIC	100	Y	100	Y	75	Y	78	Y			NA				NA		25	NA		22	NA	66	NA	82	NA			
ASIAN	100	Y	100	Y		NA		NA			NA				NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	63	Y	62	Y			NA				NA		37	NA		38	NA	65	NA	67	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA				NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	72	Y	81	Y			NA				NA	28	28	NA	21	19	NA	70	NA	74	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward COUNTRY HILLS ELEMENTARY SCHOOL 3111															
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 523 Math: 523		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	2006	2007	Y/N	2007	Y/N	2007	Y/N	2006
TOTAL ⁴	99	Y	99	Y	84	Y	87	Y	87		Y				NA	15	17	NA	13	13	NA	79	NA	79	NA			
WHITE	100	Y	100	Y	90	Y	91	Y	89		Y				NA	11	10	NA	9	9	NA	85	NA	80	NA			
BLACK	97	Y	98	Y		NA		NA			NA				NA			NA			NA							
HISPANIC	99	Y	99	Y		NA		NA			Y				NA			NA			NA							
ASIAN	100	Y	100	Y		NA		NA			NA				NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA							
ECONOMICALLY DISADVANTAGED	97	Y	97	Y		NA		NA			NA				NA			NA			NA							
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		NA		NA			NA				NA			NA			NA							
STUDENTS WITH DISABILITIES	97	Y	97	Y	72	Y	79	Y			NA				NA	31	28	NA	20	21	NA	71	NA	77	NA			

SCHOOL GRADE DATA

Broward School District COUNTRY HILLS ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	87%	91%	98%	71%	347
% of Students Making Learning Gains	79%	75%			154

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.

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?	76% (YES)	73% (YES)			149	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					650	
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 HILLS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	91%	81%	73%	333	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	73%	74%			147	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	68% (YES)			137	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					617	
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 HILLS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	90%	92%	58%	327	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	79%	74%			153	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?	68% (YES)	76% (YES)			144	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					624	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested