FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: COUNTRY ISLES ELEMENTARY SCHOOL

District Name: Broward

Principal: Mindy Morgan

SAC Chair: Joanne Loy

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Mindy T. Morgan	BS, Elementary Education MS, Ed. Leadership Endorsed, ESOL	8	8	2011-2012 School Grade: A=543 points High Standards Performance: Reading-71% Math-67% Writing-83% Science-66% Learning Gains: Reading-71% Math-69% Lowest 25% Gains: Reading-69% Math-47% AYP: No
Assis Principal	Vanessa Cox	BS Elementary Ed, MS Ed. Leadership, ESOL, Reading Endorsed	1	1	None

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Barbara McDermott	BA Elem. Ed. MS Reading, Reading Endorsed	13	1	None

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Administrative Orientation: introduction to vision, mission, philosophy, goals of the school	Mindy Morgan, Vanessa Cox	On-going	
2	Curriculum Orientation: introduction to BEEP, IFCs, on-site instructional resources.	Barbara McDermotty	On-going	
3	Grade Level Orientation: introduction to grade specific student data, curriculum, instructional practices, goals, projects, etc.	Team Leader/Grade Chair	On-going	
4	NESS: district orientation program, in which a site-based coach is assigned to teachers new to the district.	Barbara McDermott	On-going	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	0% (0)

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
61	1.6%(1)	1.6%(1)	72.1%(44)	24.6%(15)	34.4%(21)	100.0%(61)	11.5%(7)	14.8%(9)	95.1%(58)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Brenda Geimer	Annabel Cardenas	New to our school	Modeling of grade level activities and or common planning as needed to acclimate to third grade curriculum and to new schoolsed.

Mercy Lopez	Tiffany Gritter-Noblie	New to our school	Modeling of grade level activities and or common planning as needed to acclimate to third grade curriculum and to new school
Amy Kobelin	Jessica Berkowitz	New to our school	Modeling of grade level activities and or common planning as needed to acclimate to third grade curriculum and to new school

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mindy Morgan, Principal; Vanessa Cox, Assistant Principal, Amy Carrabba, Guidance Counselor; Barbara McDermott, Reading Coach; Elizabeth Yanik, ESE Specialist; Anna Osorio-Slebi, School Psychologist; Maryann Zemon, School Social Worker; Jodi Lue, SLP; Christine Orlando, Autism Coach; Various Classroom Teacher representatives. Parents attend as well, for cases specifically relating to their individual child.

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

The full team conducts weekly one-hour meetings coordinated by an administrator and case managers for individual students. The team has representation from all stakeholder groups, so decisions are representative of all sources of data.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI team studies individual and subgroups of students whose data identifies them as having deficiencies that prohibit their ability to meet the SIP goals. Data is analyzed and interventions established to reinforce areas of concern. Each case is monitored by a team member serving as the case manager. Additionally, individualized RtI strategies are implemented for a designated time frame for identified deficiencies. Case managers work collaboratively with the general education teachers to target deficits and measure progress through Tiers 2 through 3.

MTSS Implementation

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

Data sources include Virtual Counselor, Progress Monitoring Plans, Data Warehouse, Site-based assessments and portfolios, Site-based databases, and DMS. Data are used to make decisions about modifications needed to core curriculum and behavior management strategies for all students. These same data are also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the team for consideration of how best to proceed. For Tiers 2 and 3 the data sources are the Intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Teachers in PK - 5 are trained annually as an orientation to the RtI process. In September of each year, all teachers are trained in the specifics of the RtI process, the Tiers and data collection methods. The RtI team will meet with individual teams to review current programs that are available for their students (primary vs. intermediate). Monthly updates are disseminated by the team leaders/grade chairs. All training is facilitated by the School Psychologist and RtI team.

Describe the plan to support MTSS.

On-going

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mindy Morgan, Principal; Vanessa Cox, Assistant Principal; Barbara McDermott, Reading Coach; Amy Carrabba, Guidance Counselor; Joe Altimar, 5th; Lisa Perez, 4th; Susan Cohen, 3rd; Tracy Adams, 2nd; Amy Brinkerhoff, 1st; Diane Walker, K; Elizabeth Yanik ESE; Joanne Loy, Specials; parent representative from SAC.

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

The full team meets monthly to review SIP implementation and relative student data. Sub-groups in the form of core academic Professional Learning Communities meet monthly to ensure rigorous, relevant, non-repetitive instruction. These subgroups will examine vertically instructional focus calendars and curriculum scaffolding..

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

The goals of the LLT will be to: implementation of the Common Core State Standards in grades K-2 and support grades 3-5 to continue NGSS and integrate the CCSS; monitor the implementation of curriculum frameworks in grades K-2; plan PLC meeting based on Daily 5 components; monitor the intervention programs delivered through push in model; document success rate of supplemental programs, such as Literacy Circles, Reading Renaissance, and web-based programs; generate home and community support for extracurricular reading challenges and events; and monitor implementation of the math series.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Not applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Not applicable.

*High Schools Only

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

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

Not applicable.

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?

Not applicable.

Postsecondary Transition

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

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

Not applicable.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency in reading on FCAT 2013 will increase to 27% (119).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (107)	27% (119)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention of scaffolded curriculum	District reading series in whole and small groups, web-based instructional programs, AR, centers, literature circles, 9 High-Yield Strategies, School wide vocabulary program, Friday FCAT camp. CCSS infused throughout curriculum, balance the use of informational text and literary text	Administration Reading Coach Team Leaders	CWT Mini-Assessments Data reviews	Mini-Assessments FCAT BAT District reading series-selection/unit tests FAIR Iobervations
2	Lack of fluency and comprehension skills	Lack of fluency and comprehension skills	Administration Reading Coach Team Leaders	CWT Mini- Assessments Data reviews	Mini-Assessments FCAT BAT District reading series-selection/unit tests FAIR Iobservations
3	Lack of exposure to high order questioning	Utilize higher order questioning techniques such as Blooms Taxonomy. Teacher will act as facilitator to student led small groups incorporating cooperative learning	Administration Reading Coach Team Leaders	Administration Reading Coach Team Leaders	Mini-Assessments FCAT BAT District reading series-selection/unit tests FAIR Iobservations

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students achieving above proficiency in reading on FCAT 2013 will increase to 40% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:

20% (1)		40% (2)		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unique learning needs and impairments of specific students	Collaboration between ESE staff, gen ed teachers, parents. Accommodations specifically outlined in IEPs. Research-based tools: series intervention materials, Wilson, Reading Milestones, SMILE, Reading Mastery, STAR, web- based tools	Administration, Team Leader, ESE Specialist	CWT, Mini-Assessments Data reviews	Mini-Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving proficiency in reading on FCAT 2013 will increase to 50% (222).
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (209)	50% (222)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining rigorous engagement of high achieving and gifted students.	District reading series in whole and small groups, web-based instructional programs, research projects, book clubs, reading challenge incentives, advanced vocabulary/spelling programs CCSS infused throughout curriculum, balance the use of informational text and literary text, skill based grouping	Administration Reading Coach	CWT Mini-Assessments Data reviews of mini-assessments and student work quality,	Mini-Assessments FCAT,BAT District reading series-selection/unit tests FAIR
2	Students lack skills to solve real-life multi-step problems using intracurricular problem based learning.	Students relate scientific thinking and critical analysis with problem based learning that authentically engages students. Learning is inquiry based and relevant to students in their normal day to day life. Lessons are intracurricular, using reading, math, science and technology to solve	Administration, Support Team, Team Leaders	Weekly Team Meetings, Data Chats, Classroom Walkthroughs	IObservation, BAT District, Weekly Assessments

				real life problems.
3	Student lack of stamina in reading longer passages.	Center Based activites that incorporate longer, factual reading passages while working in cooperative groups daily/weekly	Reading Coach, Team Leaders	Student Journaling, Weekly Team Meetings, Student/Teacher conferences	Mini- Assessments FCAT,BAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students achieving above proficiency in reading on FAA in 2013 will increase to 40% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1)	40% (2)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unique learning needs and impairments of specific students.	Collaboration between ESE staff, gen ed teachers, parents. Accommodations specifically outlined in IEPs. Research-based tools: series intervention materials, Wilson, Reading Milestones, SMILE, Reading Mastery, STAR, web- based tools	Prinipal Reading Coach	CWT - program implementation Mini- Assessments IEP Progress Reports	Mini- Assessments FCAT/FAA BAT

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making learning gains in reading on FCAT 2013 will increase to 74.5% (213).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71.5% (205)	74.5% (213)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Simultaneously maintaining and increasing student engagement and performance.	District reading series in whole and small group, web-based instructional programs, Friday FCAT camps, increasingly	Administration Reading Coach	CWT Mini-Assessments Data reviews of mini assessments to select appropriate	Mini-Assessments FCAT District reading series- selection/unit

		complex research projects, programs/literacy centers specific to the needs of individual students' strand weaknesses		reinforcement tools.	tests
1					
2	Delivering meaningful instruction to meet the needs of various learning styles and abilities	Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	Teacher/Administrator Quarterly Data Chats	Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	. Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs
3	Students possess a limited exposure to a variety of genres	Expand student knowledge base through various experiences such as trade books, internet websites, and informational text.	Administration Reading Coach	Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best practices	IObservations STAR/AR Assessments FCAT Explorer

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains in reading on FAA in 2013 will increase to 66% (2)
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	66% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unique learning needs and impairment of specific students.	Collaboration between ESE staff, gen ed teachers,parents. Accommodations specifically outlined in IEP's. Research based tools: series intervention materials, Wilson, Reading Milestones, SMILE, Reading Mastery, STAR, web based tools.	Principal Reading Coach ESE Specialist	CWT Mini-Assessments Data reviews of mini assessments to select appropriate reinforcement tools.	Mini-Assessments District reading series-selection/unit tests,FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making learning gains in reading on FCAT 2013 will increase to 72% (52).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (52)	72% (54)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased rigor of curriculum	Implement research based instructional strategies/programs. Friday FCAT camps, PART (parent volunteer), AR Challenge, school wide vocabulary program, Education City/FCAT Explorer, Six-Minute Solution, Phonics based program Daily 5, Push In Support	Administration, Reading Coach Team Leaders	CWT Mini-Assessments Data Chats	Mini-Assessments FCAT District reading series-selection/unit tests BAT
2	Lack of decoding skills and phonemic awareness	Students will receive differentiated instruction and teachers will utilize alternative programs outlined in the Struggling Readers Chart. Support groups will push-in with small group interventions	Administration, Reading Teacher	Reading Professional Learning Communities Minutes Teacher/Administrator Quarterly Data Chats	Rigby Mini Assessments Benchmark Assessments FCAT Explorer

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Students will reduce their achievement gap in reading by the year 2017 to 85% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	75%	78%	80%	83%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students in the following ethnic subgroups not making satisfactory progress on FCAT 2013 will increase percentage as follows:
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 24% (50) Black: 55% (16) Hispanic: 31% (54) Asian: 20% (4) American Indian: (0)	White: 27% (55) Black: 58% (17) Hispanic: 34% (57) Asian: 23% (5) American Indian: (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention of scaffolded curriculum	District reading series, supplemental web-based programs, enrichment motivational/challenge programs, Parent University, Push In Support	Principal, Reading Coach	CWT Mini-assessments	Mini-assessments FCAT District reading series-selection/unit tests FAIR

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Students lack exposure to authentic, rigorous learning tasks.	Teachers will perform a comprehensive analysis of the NGSS/CCSS and FCAT 2.0 Test Item Specifications in order to build into instruction appropriate activities to prepare students.	Administration Support Team Reading Coach Grade Level Reading Teacher	Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices	PLC Benchmark Assessments FCAT Explorer
3	Student lack of stamina in reading longer passages	Center Based activites that incorporate longer, factual reading passages while working in cooperative groups daily/weekly	Reading Coach, Team Leaders	Student Journaling, Weekly Team Meetings, Student/Teacher conferences	Monthly student AR goals and STAR/AR Reports

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Students in the ELL subgroup not making satisfactory progress on FCAT 2013 will increase to 63% (13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (12)	63% (13)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention of scaffolded curriculum	District reading series, supplemental web-based programs, enrichment motivational/challenge programs, Parent University, Rosetta Stone	Principal, Reading Coach, Guidance Counselor	CWT Mini- assessments, Data Reviews	Mini- assessments FCAT, District reading series-selection/unit tests, FAIR
2	Student lack of stamina in reading longer passages.	Center Based activites that incorporate longer, factual reading passages while working in cooperative groups daily/weekly	Reading Coach, Team Leaders	Student Journaling, Weekly Team Meetings, Student/Teacher conferences	Monthly student AR goals and STAR/AR Reports
3	Delivering meaningful instruction to meet the needs of various learning styles and abilities	Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	Teacher/Administrator Quarterly Data Chats	Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	SWD in reading not making satisfactory progress on FCAT 2013 will increase to 68% (55).
2012 Current Level of Performance:	2013 Expected Level of Performance:

65% (53)	68% (55)

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unique learning needs and impairments of specific students.	Collaboration between ESE staff, gen ed teachers, parents. Accommodations specifically outlined in IEPs. Research-based tools: series intervention materials, Wilson, Reading Milestones, SMILE, Reading Mastery, STAR, web-based tools	Principal,ESE staff, Reading Coach	CWT - program implementation Mini-Assessments IEP Progress Reports	Mini-Assessments FCAT/FAA BAT
2	Delivering meaningful instruction to meet the needs of various learning styles and abilities	Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	Teacher/Administrator Quarterly Data Chats	Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	ED students in reading not making satisfactory progress on FCAT 2013 will increase to 48% (43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (40)	48% (43)

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student exposure to traditional social experiences that limits comprehension of printed text.	Series intervention materials, web-based instructional resources, Great Leaps, 6 Minute Solution, field trips, real-world in-house experiences, PART (parent volunteer)	Principal, Reading Coach	CWT Mini-Assessments	Mini-Assessments FCAT District reading series-selection/unit tests BAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI training	K-5	RtI team	All Staff	September 27	CWT Student Assessment portfolio	RtI Team
Reading PLC - Daily 5	PreK - 5	PLC Leaders	All Staff	Monthly	CWT	Principal
Common Core / 21st Century Skills	K - 5	Support Staff	All Staff	Quarterly	Planning Days	Principal, Team Leaders

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Novels, web-based subscriptions	Student consumable books and materials	Accountability	$605.75
			Subtotal: $605.75
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Materials for modified FCAT Camp	Staff salaries, materials	Accountability	$605.75
			Subtotal: $605.75
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,211.50

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Students scoring proficient in listening/speaking will increase to 60% (58)
2012 Current Percent of Students Proficient in listening/speaking:	
56% (64)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Simultaneously maintaining and increasing student engagement and performance	District reading series in whole and small group, web-based instructional programs, Friday FCAT camps, Rosetta Stone, research projects, programs/literacy centers specific to the needs of individual students' strand weaknesses	Principal Reading Coach CELLA designee	CWT Mini-Assessments Data reviews of mini assessments to select appropriate reinforcement tools.	Mini-Assessments FCAT District reading series-selection/unit tests, IPT-I
2	Delivering meaningful instruction to meet the needs of various learning styles and abilities	Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	Teacher/Administrator Quarterly Data Chats	Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs

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

2. Students scoring proficient in reading. CELLA Goal #2:	Students scoring proficient in reading will increase to 45% (44)

2012 Current Percent of Students Proficient in reading:

41% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Simultaneously maintaining and increasing student engagement and performance.	District reading series in whole and small group, web-based instructional programs, Friday FCAT, camps, Rosetta Stone research projects, programs/literacy centers specific to the needs of individual students' strand weaknesses	Principal Reading Coach CELLA designee	CWT Mini-Assessments Data reviews of mini assessments to select appropriate reinforcement tools.	Mini-Assessments FCAT District reading series-selection/unit tests
2	Student difficulty with transition to English speaking classrooms	Students will receive ESOL interventions such as picture clues, Tumblebooks, Books on tape	Administration, ESOL Coordinator, Classroom Teacher	Teacher/Administrator Quarterly Data Chats Classroom Walkthroughs	Weekly comprehension assessments, STAR
3	Delivering meaningful instruction to meet the needs of various learning styles and abilities	Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	Teacher/Administrator Quarterly Data Chats	Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Students scoring proficient in writing will increase to 37% (36)

2012 Current Percent of Students Proficient in writing:
34% (33)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited writing curriculum for students	School-wide writing prompts, student-scored prompts, student-published books, student authors preparing/presenting finished works, long distance penpals, instruction on the 6 Traits of Writing, Writer's workshop (grade 4), literature journals that incorporate the connection of reading and writing	Principal, Team Leaders	CWT Mini-Assessments Data Chats	Mini-Assessments FCAT District writing prompts
2	Delivering meaningful instruction to meet the needs of various learning styles and abilities	Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	Teacher/Administrator Quarterly Data Chats	Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices	Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency in mathematics on FCAT 2013 will increase to 31% (137).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (124)	31% (137)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Retention of scaffolded curriculum</td><td>District math series, hands-on manipulatives, web-based instructional programs, centers, essential questions</td><td>Administration, Team leaders</td><td>CWT
Mini-Assessments
Data reviews of mini-assessments</td><td>Mini-Assessments FCAT,BAT District math series- chapter and unit tests</td></tr>
<tr><td>2</td><td>Students lackappropriate mathvocabulary in order to effectively use problem solving and reasoning skills</td><td>Students will be exposed and become proficient in a print rich environment which includes math vocabulary and key words from Test specification material.</td><td>Administration, Team Leaders</td><td>Quarterly Teacher/Administrator Data Chats Monthly Grade level Classroom Walkthrough with Feedback</td><td>Mini-Assessments FCAT ,BAT District math series- chapter and unit tests</td></tr>
</table>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Students achieving above proficiency in mathematics on FAA in 2013 will increase to 40% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1)	40% (2)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Retention of scaffolded curriculum</td><td>District math series, hands-on manipulatives, Touch Math, web- based instructional programs, centers, essential questions</td><td>Principal , ESE Specialist</td><td>CWT, Classroom Assessments, Data reviews of assessments</td><td>Mini-Assessments, classroom observations, Program Assessments</td></tr>
</table>

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency in mathematics on FCAT 2013 will increase to 42% (186).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (176)	42% (186)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintain rigorous engagement of high achieving and gifted students	District math series, web-based instructional programs, Math SuperStars, Academic Games	Principal,Math committee, Team leaders	CWT Mini-Assessments Data reviews of mini assessments and student work quality	Mini-Assessments FCAT District math series- chapter and unit tests BAT
2	Students struggle to make real world connections with learned math concepts	Project Based Learning will provide real world link to math concepts	Administration, Team Leaders	CWT Mini- Assessments Data reviews of mini assessments and student work quality	Mini- Assessments FCAT District math series- chapter and unit tests BAT
3	Students will need to bridge the gap in learning when changing over to Common Core Standards to make learning more rigorous.	Students will use the Math Wiki and real life problems solving skills to solve everyday problems with math.	Administration Team Leaders	CWT Mini- Assessments Data reviews of mini assessments and student work quality	Mini- Assessments FCAT District math series- chapter and unit tests BAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students achieving above proficiency in mathematics on FAA in 2013 will increase to 40% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1)	40% (2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unique learning needs and impairments of specific students	District math series, web-based instructional programs, Touch Math	Administration Math committee Team leaders	CWT Mini- Assessments Data reviews of mini assessments and student work quality, IEP	Mini- Assessments Math series- chapter and unit tests,Program Assessments

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

	3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making learning gains in mathematics on FCAT 2013 will increase to 72% (206).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	69% (199)	72% (206)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Simultaneously maintaining and increasing student engagement and performance.	District math series, web-based instructional programs, Friday FCAT camps, complex research projects, programs specific to the needs of individual students' strand weaknesses.	Administration, Team leaders	CWT Mini-Assessments Data review of mini-assessments to select appropriate reinforcement tools.	Mini-Assessments FCAT District math series- chapter and unit tests BAT
2	Students will need to bridge the gap in learning when changing over to Common Core Standards to make learning more rigorous.	Students will use the Math Wiki and real life problems solving skills to solve everyday problems with math.	Administration, Team Leaders	CWT Mini- Assessments Data reviews of mini assessments and student work quality	Mini- Assessments FCAT District math series- chapter and unit tests BAT
3	Students lack mastery of foundation level skills.	NGSSS implementation will allow learners to gain mastery of concepts. Students will also receive instructional strategies on mathematics practice strands using higher. order thinking on the computer with Riverdeep, and FCAT Explorer	Administration, Team Leaders	Quarterly Teacher/Administrator data chats	Mini-Assessments FCAT BAT District math series- chapter and unit tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students making learning gains in mathematics on FAA in 2013 will increase to 100% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (2)	100% (3)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Simultaneously maintaining and increasing student	District math series, web-based instructional programs, programs	Principal, Team Leaders,ESE Specialist	CWT Mini- Assessments Data review of mini-assessments to select	Mini- Assessments District math series- chapter

1	engagement and performance based on unique learning needs and impairments of specific student	specific to the needs of individual students' strand weaknesses		appropriate reinforcement tools	and unit tests, Program Assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making learning gains in mathematics on FCAT 2013 will increase to 49% (35).
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (33)	49% (35)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased rigor in curriculum	Supplemental math instruction using an additional program, Friday FCAT camps, Soar to Success, math centers, Go Math strategic and intensive materials Skill based groups	Administration, Team leaders	CWT Mini-Assessments Data disaggregation of each strand per student	Mini- Assessments FCAT District math series- chapter and unit tests BAT
2	Struggling students show specific deficiencies	RtI Interventions will be implemented to meet individual student needs. Students will increase their knowledge of mathematics strands by integrating computer programs such as: Riverdeep, FCAT Explorer and FCAT FOCUS and online Go Math interventions such as Mega Math and Soar to Success	Administration, Support Team	Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback	Mini- Assessments FCAT District math series- chapter and unit tests BAT
3	Students lack mastery of foundation level skills	NGSSS implementation will allow learners to gain mastery of concepts. Students will also complete a minimum of one math application word problem as part of the daily opener activity	Administration, Team Leaders	Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback	Mini- Assessments FCAT District math s eries- chapter and unit tests BAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Students will reduce their achievement gap in math by 50% in the year 2017 to 85% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	74%	77%	79%	82%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students in the following ethnic subgroups in reading on FCAT 2013 will increase as follows:
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 31% (65) Black: 69% (20) Hispanic:30% (53) Asian: 20% (4) American (0)Indian:	White: 34% (70) Black: 72% (21) Hispanic: 33% (57) Asian: 23% (5) American Indian: (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention of scaffolded information	District math series, supplemental web-based programs, enrichment motivational/challenge programs, Parent University	Principal, Team leaders, Math committee	CWT Mini-assessments	Mini-assessments FCAT District math series- chapter and unit tests BAT
2	Students will need to bridge the gap in learning when changing over to Common Core Standards to make learning more rigorous.	Students will use the Math Wiki and real life problems solving skills to solve everyday problems with math.	Administration, Team Leaders	CWT Mini- Assessments Data reviews of mini assessments and student work quality	Mini- Assessments FCAT District math series- chapter and unit tests BAT
3	Students lack mastery of foundation level skills.	NGSSS implementation will allow learners to gain mastery of concepts. Students will also receive instructional strategies on mathematics practice strands using higher order thinking on the computer with Riverdeep and FCAT Explorer	Administration, Team Leaders	Quarterly Teacher/Administrator Data chats	Mini-Assessments FCAT BAT District math series- chapter and unit tests

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	ELL Students making satisfactory progress in mathematics or FCAT 2013 will increase to 58% (12)
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (11)	58% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Retention of scaffolded information	District math series, supplemental web- based	Principal, Team leaders, Math	CWT Mini-assessments	Mini- assessments FCAT

		programs, Parent University, ESOL Strategies	committee		District math series- chapter and unit tests BAT
1					

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD not making satisfactory progress in mathematics on FCAT 2013 will increase to 67% (54).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (52)	67% (54)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unique learning needs and impairments of specific students.	Collaborations between ESE staff, gen ed teachers, and parents. Accommodations specifically outlined in IEPs. Research based tools for intervention instruction.	Principal, ESE team leader	CWT- program implementation Mini-Assessments IEP Progress Reports	Mini-Assessments FCAT/FAA BAT
2	Students lack mastery of foundation level skills.	NGSSS implementation will allow learners to gain mastery of concepts. Students will also receive instructional strategies on mathematics practice strands using higher order thinking on the computer with Riverdeep, and FCAT Explorer	Administration, Team Leaders	Quarterly Teacher/Administrator data chats	Mini-Assessments FCAT BAT District math series- chapter and unit tests

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	ED students Not making satisfactory progress in mathematic on FCAT 2013 will increase to 55% (49).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (46)	55% (49)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited student exposure to traditional social experiences that limits	Math series intervention materials, web-based instructional resources,	Principal, Team leaders	CWT Mini-Assessments	Mini-Assessments FCAT District math

	1	generalization of math concepts.	school-sponsored math application events (Math Night at Publix, SuperStars, etc.), Parent University			series- chapter and unit tests BAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math PLC	PreK-5	PLC Leaders	All Staff	Monthly	CWT	Principal
Hands-on Equation training	3-5	Elizabeth Cohen, Brooke Weber	3-5 classroom teachers	October 28	CWT Evaluation form	Principal, 3-5 team leaders
Incorporating Math Centers to Enhance Understanding	K-5	Katie McCarthy	K-5 classroom teachers	January 18	CWT Evaluation form	Principal, K-2 team leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Manipulatives, consumable resources, web-based subscriptions	Consumables, student texts, materials	Accountability	$605.75
FCAT Camp	Staff salaries, materials	Accountability	$605.75
			Subtotal: $1,211.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,211.50

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency in science on FCAT 2013 will increase to 52% (78).
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (73)	52% (78)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention of scaffolded curriculum	Disstrict science series, hands-on science manipulatives and experiments,research projects, content-based field trips (internal and external) Labs-R-Us (science experiments) FCAT Explorer Science Journals	Administration Team leaders	CWT Mini-Assessments Data Chats will review and analyze student assessment data to determine effectiveness.	Mini-Assessments FCAT BAT District series Chapter tests
2	Students need hands-on experiences to better comprehend science concepts.	Use of Broward County hands-on science experiences to reinforce concepts.	Administration	Quarterly Grade Level Data Chats, Grade Level Classroom Walk-Throughs with Feedback	Mini-Assessments FCAT BAT District series Chapter tests
3	Students lack of knowledge with the Scientific Method.	Students will be instructed on the scientific method. A class science project will be completed as well as a student generated project	Administration, Science Professional Learning Community	Quarterly Grade Level Data Chats, Grade Level Classroom Walk-Throughs with Feedback	Mini-Assessments, FCAT BAT District series Chapter tests

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency in science on FCAT 2013 will increase to 20% (30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (26)	20% (30)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining rigorous engagement of high achieving and gifted students.	Florida Science Fusion series, extensive student-initiated research projects, science club activities, FCAT Explorer, Labs-R-Us (science experiments), Broward County Hands-On Science Kits	Principal Team leaders	CWT Mini-Assessments Data Chats review and analyze student assessment data to determine effectiveness.	Mini-Assessments FCAT BAT District series chapter tests Science Journals
2	Lack of time to prepare additional hand-on science experiments.	Science experiments will be set up in a Science Lab for each grade level twice a quarterly Lead Science Teachers.	Administration, Team Leaders, Science Lead Teachers	Professional Learning Community Meeting Minutes Grade Level Classroom Walk-Throughs	Science Committee Meetings, Classroom Walkthroughs with feedback
3	Students lack skills to solve real-life multistep problems using intracurricular problem based learning.	Students relate scientific thinking and critical analysis with problem based learning that authentically engages students. Learning is inquiry based and relevant to students in their normal day to day life. Lessons are intracurricular, using reading, math, science and technology to solve real life problems.	Administration, Team Leaders	Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting	Mini-Assessments FCAT BAT District series Chapter tests

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science PLC	PreK-5	PLC Leaders	All Staff	Monthly	CWT	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement research based instructional strategies.	Students consumables, texts, materials	Accountability	$1,211.50
			Subtotal: $1,211.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,211.50

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students scoring Level 3.0 and higher in writing on FCAT 2013 will increase to 87.5% (130).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84.5% (125)	87.5% (130)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited writing curriculum for students.	School-wide writing prompts, student-scored prompts, student-published books, student authors preparing/presenting finished works, long distance penpals, instruction on the 6 Traits of Writing, Writer's workshop (grade 4),Writing Fundamental Lessons, Writing Institute Materials	Administration, Team leaders	Writing Prompts Data Chats	FCAT District writing prompts

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring at Level 4 or higher in writing on FAA will increase to 66% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3)	66% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited writing curriculum for students	School-wide writing prompts	Principal, ESE Specialist	CWT Mini-Assessments Data Chats	Mini-Assessments District writing prompts

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing PLC	PreK-5	PLC Leaders	All Staff	Monthly	CWT	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement research based instructional strategies.	Students consumables, texts, materials	Accountability	$1,211.50
			Subtotal: $1,211.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,211.50

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Student attendance rate will increase to 96% (883) while decreasing excessive absences and tardiness.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (874)	96% (883)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2% (22)	2% (20)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

14% (130)	13% (119)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student engagement levels.	To improve quality programs and instructional practices to retain students.	Principal DPC	CWT Attendance reports	Attendance reports CHAMPs Rubric DSM

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Student suspension data should not increase during 2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
3	3
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unexpected/unintentional student actions that warrant significant consequences that impact student achievement based on absences.	Alternative to External Suspenion (AES): Alternative to Suspension is an option made available to students instead of external suspensions.	Assistant Principal	Parent Feedback Student attendance at AES	Parent Feedback Student attendance at AES

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guidance Workshops	Pre-K-5	District	District Guidance Counselor	Monthly Dates-TBA	Activities assigned by district	Principal District Coordinator
Crisis Intervention Monitoring	Pre-K-5	Support Services Staff	Schoolwide	Semi-annually	Counselor Referrals Surveys	Principal District Coordinator

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement will increase to 50% (460) attending open house, conferences, and regular attendance to school activities in 2013.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
45% (414)	50% (460)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent schedules	Parent meetings and student events scheduled at various times of the day and various time of the school year.	Principal Classroom Teachers	Agenda Reading Log Activity sign-in sheets	Survey

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Retention of scaffolded curriculum	Promote student involvement in STEM	Principal, Classroom	CWT Mini-Assessments Data Chats will review	Science Fair participation,

1		clubs, events and organizations: SECME, Science Fair, Math & Science Competitions	Teachers	and analyze student assessment data to determine effectiveness.	FCAT 2.0
2	Interdisciplinary instruction is needed to provide students with appropriate 21st Century skills.	Students will be instructed using project based learning that integrates science, technology, and mathematics while engaging in activities that foster critical thinking.	Administration Science PLC Chair Classroom Teachers	Classroom Walkthrough Monthly grade level Data Chats using student achievement data to determine the effectiveness of the strategy.	iObservations District Science and Math Benchmark assessments. FCAT Explorer
3	Students need to make a connection between taught curriculum and real-life applications in order to be college and work force ready.	Students will be provided with learning opportunities in STEM curriculum through new Science Lab	Administration Science PLC Chair Science Lab Lead Teachers	Administration Science PLC Chair Science Lab Special Teacher	iObervations Project Presentations FCAT Explorer

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Novels, web-based subscriptions	Student consumable books and materials	Accountability	$605.75
Mathematics	Manipulatives, consumable resources, web-based subscriptions	Consumables, student texts, materials	Accountability	$605.75
Mathematics	FCAT Camp	Staff salaries, materials	Accountability	$605.75
Science	Implement research based instructional strategies.	Students consumables, texts, materials	Accountability	$1,211.50
Writing	Implement research based instructional strategies.	Students consumables, texts, materials	Accountability	$1,211.50
				Subtotal: $4,240.25
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Materials for modified FCAT Camp	Staff salaries, materials	Accountability	$605.75
				Subtotal: $605.75
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $4,846.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/23/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Funds are used to increase student achievement through staff development and materials	$4,846.00

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

To assist in the development of the SIP and to monitor
the implementation of the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
COUNTRY ISLES ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	88%	95%	68%	338	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	65%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	68% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					606	
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
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	86%	91%	61%	324	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	64%			131	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?	52% (YES)	60% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					567	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested