FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CORAL COVE ELEMENTARY SCHOOL

District Name: Broward

Principal: Philip J. Bullock

SAC Chair: Lesley Giraudy-Fahie

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Philip Bullock	Masters Degree Elementary Education (Grades 1-6) Educational Leadership (Grades K-12) Bachelors Degree in Psychology	3	19	At Miramar Elementary school in 2003-2004 was an A. 2004-2005 the school went from an A to B. 2005-2006 Miramar Elementary went back to being an "A" and has remained an "A" school for the past 4 years. AYP has been met from the years 2003-2007. 2007-2008 did not receive AYP status. 2008-2009 Miramar Elementary School made AYP and made an A. 2009-2010 Miramar Elementary School made an A. Did not make AYP 2010-2011 Coral Cove Elementary School, A school. Did not make AYP
Assis Principal	LaQuita D. Lee	Bachelor's Degree in Elementary Ed. Master's Degree in Ed. Leadership	2	18	2010/11 – Coconut Palm Elementary, A school. AYP not met for Hispanic and Economically Disadvantaged students in Reading and AYP not met for Black students in Math 2009/10 – Coconut Palm Elementary, A school. AYP, not met for Black and Economically Disadvantaged students 2007/08 – Coconut Palm Elementary, A school. AYP met

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	James Maisel	Elementary Ed. (K-6) Educational Leadership Reading Endorsement ESOL endorsement	3	11	At Miramar Elementary school in 2003-2004 was an A. In 2004-2005 the school went from an A to B. In 2005-2006 Miramar Elementary went back to being an A+ school for the past 4 years. AYP has been met from the years 2003-2007. In 2007-2008 did not receive AYP status. In 2008-2009 Miramar Elementary School made AYP. In 2009-2010 Miramar Elementary School did not make AYP but made an A. 2010-2011 Coral Cove Elementary, A school. Did not make AYP. 2011-2012 Coral Cove Elementary is a A school.
Autism Coach	Alicia Palelis	Master in Special Education Bachelors in Early Childhood Education	8	8	At Coral Cove Elementary 2005-2006, received a B and achieved AYP. 2006-2010 received an A and achieved AYP. 2010-2011 received an A. Did not achieve AYP.

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	Morale Boosting Activities	Phillip Bullock and Laquita Lee	On-Going	
2	Peer Assistance	Phillip Bullock and Laquita Lee	On-Going	
3	Administrative Open Door Policy	Phillip Bullock and Laquita Lee	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
No data submitted	

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
56	3.6%(2)	17.9%(10)	62.5%(35)	16.1%(9)	57.1%(32)	100.0%(56)	17.9%(10)	10.7%(6)	100.0%(56)

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
Paula Villarreal	Rikki Braton	New teacher to Coral Cove	Modeling of grade level Activities and/or common planning as needed to acclimate to kindergarten grade curriculum
Paula Villarreal	Anaeli Mijares	Beginning Teacher	Modeling of grade level Activities and/or common planning as needed to acclimate to kindergarten grade curriculum
Marimer Fernandez	Alexandra Valiente	New teacher to Coral Cove	Modeling of grade level Activities and/or common planning as needed to acclimate to first grade curriculum
Diana Escobar	Sheri-Ann Armentano	New teacher to Coral Cove	Modeling of grade level Activities and/or common planning as needed to acclimate to second grade curriculum
Tauri Eligon	Kelly Bright	New teacher to Coral Cove	Modeling of grade level Activities and/or common planning as needed to acclimate to second grade curriculum
Nuria Suarez	Monica Insignares	Returning to Coral Cove	Modeling of grade level activities and/or common planning as needed to acclimate to third grade curriculum
Alicia Palelis	Taylor Henry	Beginning Teacher	Modeling of grade level activities and/or common planning as needed to acclimate to ESE/cluster curriculum
James Maisel	William Carel	New teacher to Coral Cove	Modeling of grade level activities and/or common planning as needed to acclimate to physical education curriculum
Mercedes Gonzalez	Antoinette Proffitt	Returning to Coral Cove	Modeling of grade level activities and/or common planning as needed to acclimate to physical education curriculum
Alicia Palelis	Lindsay Shapiro	Beginning Teacher	Modeling of grade level activities and/or common planning as needed to acclimate to ESE/cluster curriculum

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

[   ]

Title I, Part C- Migrant

[   ]

Title I, Part D

[   ]

Title II

[   ]

Title III

[   ]

Title X- Homeless

[   ]

Supplemental Academic Instruction (SAI)

[   ]

Violence Prevention Programs

[   ]

Nutrition Programs

[   ]

Housing Programs

[   ]

Head Start

[   ]

Adult Education

[   ]

Career and Technical Education

[   ]

Job Training

[   ]

Other

[   ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.
The members of the RtI Leadership Team are as follows: Philip Bullock, Administration; Geraldine Casanova, Guidance Counselor; James Maisel, Reading Coach; Rhonda Alba, ESE Specialist; Chikina Williams, Speech Pathologist; Ivette Arango, School Psychologist; Victor Mora, Social Worker; Alicia Palelis, Autism Coach; Barbara Gassman, Curriculum Specialist; and classroom teachers. Ms. Casanova directly coordinates and facilitates all RTI meetings. The entire team participates in the decision making process in order to provide the best educational decisions for all students.

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

The RTI Leadership team meets 2 times monthly (more often if needed) to discuss, data analysis, make program/instructional focus adjustments based on data analysis, determine progress of current programs and look to future programs. Support Staff meets weekly with administration and Grade Chairs to act as liaison to administration for questions and concerns. Grade level teams meet weekly with a support staff member to monitor, maintain, and develop small group support programs for students in all AYP subgroups. RTI Team Members: Principal, Assistant Principal, ESE Specialist, Reading Coach, Autism Coach, Speech/Language Pathologist, Guidance Counselor, and Area Office Personnel (School Psychologist & Social Worker).Case Managers consist of:

Kindergarten: Alicia Palelis
1st grade: Geraldine Casanova
2nd grade: Barbara Gassman
3rd grade: LaQuita Lee
4th grade: James Maisel
5th grade: James Maisel

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

The RTI Leadership Team assisted in the development of the school improvement plan and progress monitors the action steps. Regular meetings among administrators, school leadership team members, support personnel, grade chairs, & SAC committees, and PLCs are held to review data to determine effectiveness of related instruction and academic plans. Whenever, it appears something is not working appropriate adjustments are made. SAC team is provided a monthly update through the Curriculum Committee chairs of each SAC/PLC committee. Data is monitored and necessary adjustments and program
modifications are made.

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.

Coral Cove has created its own comprehensive FileMaker Pro database to monitor our tiered data students which can be easily accessed by instructional personnel for the purpose of making academic and curriculum decisions for the school as a whole, by grade levels and in individual classrooms. Teachers and staff are all well versed in usage of virtual counselor and BASIS 2.0. We use FCAT/SAT 10/BAT data/FAIR (k-2) to make decisions regarding the formulation of classes, proper placement of students, determine professional development needs, use of school resources (materials, supplies, technology, supplemental texts, etc.). In addition to the FCAT, BAT data, FAIR and AYP data are used to identify students in tier 2, and Tier 3 intervention students for progress monitoring in all sub groups, in order to provide tutorials and/or additional support and instruction during the school day. Additionally, the struggling Reader Chart as well as the struggling math chart are used as tools to provide tier 2 and tier 3 interventions. We use
mini-assessment, PMRN, FCAT Simulation, chapter tests and reading assessments data to monitor students' progress in each class and in each subject: reading, math, writing & science, to determine mastery of the skills that must be taught as part of the content areas' Sunshine State Standards and Core Curriculum Standards.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and other sessions will occur throughout the year.
• Staff taught to disaggregate data at beginning of every school year and review end of each year with electronic Articulation Cards
. RTI Team, Team Leaders, and faculty and staff appointed by administration analyze data to determine trainings for the school year.
• Classroom Walk-through Marzano Data Analyzed to determine areas in need of growth during grade chair meetings
• SIP Committees, Grade Level Meetings, NESS, PLCs, Articulation Chats, Data Chats, RTI Leadership Team Meetings are reviewed monthly.
• SBCC Trainings & Effective Schools District Trainings
• Instructional Focus Calendars & BEEP Lessons
• FCIM – Florida Continuous Improvement Model will be offered to the staff for professional development.
• Non-Negotiables from District are shared and training provided
• Test Specs training- Reading, Math & Science

- ESOL & Reading plan training
- Also, K, 1 & 2 teachers attended training on centers, small group strategies and vocabulary. This year these staff members will coordinate monthly workshops to provide leadership and support for all teachers K-2 to implement these strategies into instruction. The RTI team will also evaluate additional staff professional development needs during the monthly RTI Leadership Team meetings.

Describe the plan to support MTSS.

Professional development will be provided during teachers' common planning time and other sessions will occur throughout the school year. Training will occur during monthly PLCs and SAC committee meetings.
* Staff taught to disaggregate data at beginning of every school year and review end of the each year with electronic Articulation Cards.
* Staff will continue BASIS 2.0 training to disaggregate data and make proper educational planning.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

One teacher from each grade level, the media specialist, the reading coach, the curriculum specialist as well as an administrator, were selected as the Literacy Leadership Team. They have been selected due to experience in curriculum and effective use of reading strategies.

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

The LLT meets once a month. The primary function of the LLT is to promote literacy throughout our school and meet the goals set in our SIP.

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

The Literacy Leadership Team incorporates Accelerated Reader, Reading Across Broward, Book It, Book Drives to enhance classroom libraries, Book Fairs, Media Center Website and Scholastic Summer Reading Challenge into our school wide literacy programs.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

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:	A look at our school's data over the last academic year, shows that we have had an average proficiency level of 73% in reading. Our school has demonstrated an ability to increase student achievement in reading by using the Response to Instruction/ Intervention team & Professional Learning Communities. Through data chats, we also look at data trends in quarterly meetings and disseminate the findings to classroom teachers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29.6 (368)	32% (385)

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	Minimal understanding of grade appropriate reading skills and concepts due to lenient promotion criteria	Students will receive differentiated instruction, be exposed to a print rich environment, and become proficient in grade appropriate concepts and skills.	Classroom teachers	Data discussed in teams and disseminated through minutes to administration.	Weekly comprehension assessments, STAR assessments, IRI, DAR, iStation
2	Lack of fluency and comprehension skills.	Students will receive differentiated instruction and teachers will utilize alternative programs outlined in the Struggling Readers Chart. Students will also participate in a free tutorial camp.	Curriculum Specialist and Reading Coach	Data discussed in teams and disseminated through minutes to administration	Weekly comprehension assessments, STAR assessments, IRI, DAR
3	Increase of ESE: Learning Disabilities	Increase Differentiated Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials	Assistant Principal, RTI Team, Classroom Teacher, ESE Teachers, ESE Specialist, Autism Coach, Reading Coach, and Curriculum Specialist.	Weekly team meetings to discuss progress	BAT, STAR, Classroom Assessments, iStation, and benchmark assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.

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:	Based on our previous FAA scores, IEP data, and progress monitoring, 32% of the students that take the FAA will score a 4,5, or 6 on the FAA by using target reading interventions and structured teaching strategies while progress monitoring the students academic improvement.

2012 Current Level of Performance:			2013 Expected Level of Performance:	
28.6% of the students on FAA scored a Level 4, 5, and 6 in reading. (Total students tested: 14)			32% of the students on FAA scored a Level 4, 5, and 6 in reading. (Total students tested: 10)	

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	Time constraints on standardized test pose a challenge due to over-analyzing.	Practice standardized test taking skills under similar time constraints.	Classroom Teacher	Monthly	Standardized test practice 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:	At Coral Cove, students are homogeneously placed in all reading classes. This homogeneous grouping allows the reading students to participate in small reading groups which will enable students to participate in enrichment activities throughout the year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44.6% (368)	47%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints on standardized test pose a challenge dye to over analyzing.	Practice standardized test taking skills under similar constraints.	Classroom Teacher	Monthly	Standardized test practice assessments.
2	Increase of ESE: Learning Disabilities	Increase Differentiated Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials	Assistant Principal, RTI Team, Classroom Teacher, ESE Teachers, ESE Specialist, Autism Coach, Reading Coach, and Curriculum Specialist.	Weekly team meetings to discuss progress	BAT, STAR, Classroom Assessments, iStation, and benchmark assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.

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:	Based on our previous FAA scores, IEP data, and progress monitoring, 59% of the students that take the FAA will score a 7 or higher on the FAA by using target reading interventions and structured teaching strategies while progress monitoring the students academic improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:

57.1% of the students on FAA scored a Level 7 or higher in reading. (Total students tested: 14)	59% of the students on FAA scored a Level 7 or higher in reading. (Total students tested: 10)	

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	Time constraints on standardized test pose a challenge due to over analyzing.	Practice standardized test taking skills under similar time constraints.	Classroom Teacher	Monthly	Standardized test practice 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 reading. Reading Goal #3a:	In order to ensure that students continue making learning gains in reading, we provide students with differentiated instruction. This affords students the opportunity to receive reinforcement or enrichment for lessons. We also provide push-in and pull-out support for specific interventions, as needed.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76.4% (246)	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	Due to budget restrictions there is a lack of personnel to maintain small group pull-out/push-in.	Utilize support staff, resource teacher, and specials teachers during "crunch time".	Administration	Data Chats	Teacher made assessments, DAR, STAR, IRI, reading series' unit and chapter assessments, mini-BATS, BATS
2	Increase of ESE: Learning Disabilities	Increase Differentiated Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials	Assistant Principal, RTI Team, Classroom Teacher, ESE Teachers, ESE Specialist, Autism Coach, Reading Coach, and Curriculum Specialist.	Weekly team meetings to discuss progress	BAT, STAR, Classroom Assessments, iStation, and benchmark assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.

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:	According to FAA scores, 49% of our students taking the FAA will make learning gains by remaining the same or increasing their scores. Teachers will continue to progress monitor to ensure their students success and progress in their learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:

46.7% (9) of the students on FAA making learning gains in reading. (Total students tested: 9)	49% of the students on FAA making learning gains in reading. (Total students tested: 10)

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	Due to budget restrictions there is a lack of personnel to maintain small group pull-out/push-in.	Utilize support staff, resource teacher, and special teachers throughout the school year.	Administration	Data Chats	Teacher made assessments, DAR, STAR, IRI, reading series' unit and chapter assessments, Benchmark test, iStation, FAIR (K-2), & 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In order to increase the number of students making learning gains in reading, teachers provide intensive instruction through Response to Instruction/Intervention (RTI) team.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (65)	73% (67)

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	Lack of decoding skills and phonemic awareness	Students will receive differentiated instruction and teachers will utilize alternative programs, including technology outlined in the Struggling Readers Chart.	Administration	90 minutes reading block	Teacher observation, lesson plans, Classroom walk throughs, I-station, STAR, and AR.
2	Increase of ESE: Learning Disabilities	Increase Differentiated Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials	Assistant Principal, RTI Team, Classroom Teacher, ESE Teachers, ESE Specialist, Autism Coach, Reading Coach, and Curriculum Specialist.	Weekly team meetings to discuss progress	BAT, STAR, Classroom Assessments, iStation, and benchmark assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.

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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	In order to increase the number of students making adequate yearly progress in reading, teachers will provide intensive interventions, small group instruction, pull-out support and continual monitoring of IEP and continual monitoring through Response to Instruction/Intervention team.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 20.7% (29), Black 36.4% (121), Hispanic 20.3% (192), Asian 21.4% (14) and American Indian N/A	White 17%, Black 33%, Hispanic 17%, Asian 18%, and American Indian N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students (K-5) have limited prerequisite skills in and understanding of grade level vocabulary.	Students (K-5) will actively engage in vocabulary building word wall activities during centers time by practicing and writing using word walls and words to build automaticity to name a few. Also use BEEP online resources.	Classroom Teacher Reading Coach	Teacher Observations and Assessments, Classroom Walk Throughs (CWT)	FAIR, OR, STAR, Rigby Benchmark PM, I-station, DAR and FCAT.
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.	Classroom teacher, VE teacher, Administration	90 minute reading block	Weekly comprehension assessments, STAR assessments, IRI, DAR, I-station, 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	100% of the students will show a decrease of 3% as measured by the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (16)	47%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

	Anticipated Barrier	Strategy	Monitoring	Strategy	Evaluation Tool
1	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.	classroom teacher, ESE Specialist, Administration	90 minutes reading block	Weekly comprehension assessments, STAR assessments, IRI, DAR, Teacher observation, lesson plans, and classroom walkthroughs, I-station, Triumphs Intervention Comprehension tests.
2					
3	Students (K-5) have limited prerequisite skills in and understanding of grade level vocabulary.	Students (K-5) will actively engage in vocabulary building word wall activities during centers time by practicing and writing using word walls and words to build automaticity to name a few. Also use BEEP online resources.	Classroom Teacher Reading Coach	Teacher Observations and Assessments, Classroom Walk Throughs (CWT)	FAIR, OR, STAR, Rigby Benchmark PM, I-station, DAR and FCAT.

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:	At Coral Cove our students with disabilities are mainstreamed and reinforced through VE instruction. Our students with Disability receive instruction based on their IEP as well as are exposed to grade-level mainstream classes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58.9% (56)	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	Students have limited background knowledge and experience.	Students K-5 will participate using individualized/specific strategies based on deficiency (Accelerated Reader, and Istation) to improve reading comprehension.	Classroom Teacher Administration	Teacher Observations and Assessments Classroom Walk Throughs (CWT)	FAIR ORF STAR Assessment Rigby Benchmark PM DAR I-station
2	Increase of ESE: Learning Disabilities	Increase Differentiated Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials	Assistant Principal, RTI Team, Classroom Teacher, ESE Teachers, ESE Specialist, Autism Coach, Reading Coach, and Curriculum Specialist.	Weekly team meetings to discuss progress	BAT, STAR, Classroom Assessments, iStation, and benchmark assessments. Data Chats will be used to discuss progress and make adjustments to

					instructional strategies to be used in the classroom.
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.	Classroom teacher, ESE Specialist, Administration	90 minutes reading block	Weekly comprehension assessments, STAR assessments, IRI, DAR, Teacher observation, lesson plans, and classroom walkthroughs, I-station, Triumphs Intervention Comprehension 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 reading. Reading Goal #5E:	Students making Adequate Yearly Progress (AYP) will increase in reading through teachers intensive interventions, small group instruction and intervention, and continual monitoring through Response to Instruction/Intervention team.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32.3% (189)	29%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited background knowledge and experience.	Students K-5 will participate using individualized/speciic strategies based on deficiency (Accelerated Reader, and Istation) to improve reading comprehension.	Classroom Teacher Administration	Teacher Observations and Assessments Classroom Walk Throughs (CWT)	FAIR ORF STAR Assessment Rigby Benchmark PM DAR I-station FCAT

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
PLC/Lesson Study	K-5 Reading	Team Leaders	PLC - All Teachers	Monthly	Monthly Classrom Walk Throughs (CWT), lesson plans, and	Administration

					administration	
Common Core Curriculum Training	K-2 Reading	Team Leaders (K-2), Curriculum Specialist, and Reading Coach.	PLC - K-2 Teachers	Weekly	Monthly Classroom Walk Throughs (CWT), lesson plans, support staff and administration.	Administration
PLC/SIP Reading Committee	K-5 Reading	SIP Reading Committee Chair	SIP reading committee teachers	Bi-Monthly	Monthly classroom walk-troughs, lesson plans, and administration	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will use AR on weekly basis to target students' comprehension skills.	Accelerated Reader	PTA	$4,800.00
			Subtotal: $4,800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $4,800.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Students will increase by 3% in each grade level to score proficient in listening/ speaking. CELLA listening and speaking subtest will be utilize to monitor students' language proficiency.
2012 Current Percent of Students Proficient in listening/speaking:	
Kindergarten: 43% 1st Grade: 65% 2nd Grade: 90% 3rd Grade: 38% 4th Grade: 80% 5th Grade: 83%	

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Due to budget restrictions there is a lack of personnel to maintain small group pull-out/push-in.	Utilize support staff, resource teacher, and special teachers through out the school year.	ESOL Coordinator, Reading Coach, Curriculum Specialist and Administration	Data Chats	Teacher made assessments, iStation & IPTs.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Students will increase by 3% in each grade level to score proficient in reading. CELLA reading subtest will be utilize to monitor students' language proficiency.

2012 Current Percent of Students Proficient in reading:
Kindergarten: 6% 1st Grade: 42% 2nd Grade: 65% 3rd Grade: 25% 4th Grade: 80% 5th Grade: 67%

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	Due to budget restrictions there is a lack of personnel to maintain small group pull-out/push-in.	Utilize support staff, resource teacher, and special teachers through out the school year.	ESOL Coordinator, Reading Coach, Curriculum Specialist and Administration	Data Chats	Teacher made assessments, iStation and IPTs.

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 will increase by 3% in each grade level to score proficient in writing. CELLA writing subtest will be utilize to monitor students' language proficiency.

2012 Current Percent of Students Proficient in writing:
Kindergarten: 9% 1st Grade: 48% 2nd Grade: 50% 3rd Grade: 50% 4th Grade: 80% 5th Grade: 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	Due to budget restrictions there is a lack of personnel to maintain small group pull-out/push-in.	Utilize support staff, resource teacher, and special teachers through out the school year.	Teachers, ESOL Coordinator, Reading Coach, Curriculum Specialist and Administration.	Data Chats	Teacher made assessments, iStation and IPTs.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$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:	At Coral Cove, we reinforce and enrich math concepts by incorporating the use of various technology programs, math manipulatives, learning centers, hands-on activities, and written practice of grade level material.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29.6% (368)	32%

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	Increase of ESE: Learning Disabilities	Increase Differentiated Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials	Assistant Principal, RTI Team, Classroom Teacher, ESE Teachers, ESE Specialist, Autism Coach, Reading Coach, and Curriculum Specialist.	Weekly team meetings to discuss progress	BAT, STAR, Classroom Assessments, iStation, and benchmark assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.
2	Students lack appropriate math vocabulary in order to effectively use problem solving and reasoning skills.	Students will be exposed and become proficient in a print rich environment which includes math vocabulary and key words during daily instruction. In addition, students will participate in a free tutorial camp.	Classroom Teacher	Weekly Observation	Teacher observation
3	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Students will receive differentiated instruction including, but not limited to using base ten materials, geometric solids, versatiles, and other math manipulatives. Students will also receive instructional strategies on mathematics practice strands using higher order thinking on the computer with Riverdeep (Destination Math), iStation, and FCAT Explorer Program.	Classroom Teacher, Administration	Math Block	Teacher observation, Go Math! mini-benchmark assessments, and chapter assessments. Lesson plans, Classroom Walk Through (CWT)

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:	Based on our previous FAA scores, IEP data, and progress

Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:			monitoring, 60% of the students that take the FAA will score a 4,5, or 6 on the FAA by using target math interventions and structured teaching strategies while progress monitoring the students academic improvement.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
57.1% (14)			60%		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack appropriate math vocabulary in order to effectively use problem solving and reasoning skills.	Students will be exposed and become proficient in a print rich environment which includes math vocabulary and key words during daily instruction. In addition, students will participate in a free tutorial camp.	Classroom Teacher	Weekly Observation	Teacher Observation
2	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Students will receive differentiated instruction including, but not limited to using base ten materials, geometric solids, versatiles, and other math manipulatives. Students will also receive instructional strategies on mathematics practice strands using higher order thinking on the computer with Riverdeep (Destination Math), iStation, Accelerated Reader Math, and FCAT Explorer Program.	Administration, Classroom Teacher	Math Block	Teacher observation, Go Math! mini-benchmark assessments, and chapter assessments. Lesson plans, Classroom Walk Through (CWT)

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:			At Coral Cove, we enrich math concepts by incorporating the use of various technology programs, curriculum acceleration and family night programs in an effort to foster holistic learning.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
58% (199)			66% (228)		

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	Time constraints on standardized test pose a challenge dye to over analyzing.	Practice standardized test taking skills under similar constraints.	Classroom Teacher	Monthly	Standardized test practice assessments.
	Increase of ESE: Learning	Increase Differentiated	Assistant Principal,	Weekly team meetings to	BAT, STAR,

2	Disabilities	Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials	RTI Team, Classroom Teacher, ESE Teachers, ESE Specialist, Autism Coach, Reading Coach, and Curriculum Specialist.	discuss progress	Classroom Assessments, iStation, and benchmark assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.
3	The curriculum pacing chart moves too quickly causing the students not to master specific benchmark skills.	The math curriculum will be integrated within the other core curriculum to accelerate student mastery.	Classroom Teacher, Reading Coach, Curriculum Specialist, and Administration.	Weekly review	Midchapter Go Math! assessments, end of chapter Go Math! assessments, mini benchmarks, and teacher made assessments.
4	Students need additional kinesthetic opportunities to enhance their educational experiences.	Students will receive instruction including, but not limited to using base ten materials, geometric solids, versatiles, and other math manipulatives	Classroom Teacher	Weekly review	Teacher observation, Go Math! Chapter Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Based on our previous FAA scores, IEP data, and progress monitoring, 24% of the students that take the FAA will score a level 7 on the FAA by using target math interventions and structured teaching strategies while progress monitoring the students academic improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21.4% (14)	24% (10)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional kinesthetic opportunities to enhance their educational experiences.	Students will receive instruction including, but not limited to using base ten materials, geometric solids, versatiles, and other math manipulatives	Classroom teacher, Autism Coach	Weekly Review	Teacher observation, Go Math! Chapter 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:	In order to ensure that students continue making learning gains in mathematics, we provide students with differentiated instruction. This affords students the opportunity to receive reinforcement or enrichment for lessons. We also provide pull-out interventions for specific deficiencies, as needed.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	76.2% (245)		79%		

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	Increase of ESE: Learning Disabilities	Increase Differentiated Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials	Assistant Principal, RTI Team, Classroom Teacher, ESE Teachers, ESE Specialist, Autism Coach, Reading Coach, and Curriculum Specialist.	Weekly team meetings to discuss progress	BAT, STAR, Classroom Assessments, iStation, and benchmark assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.
2	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	strands using higher order thinking on the computer with Riverdeep (Destination Math), SOAR to Success, iStation, and FCAT Explorer Program	Classroom Teacher, Administration	Math block Monthly	Teacher observation, Go Math! mini-benchmark assessments, and chapter assessments. Lesson plans and Classroom Walk Through (CWT).

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:	Based on our previous FAA scores, IEP data, and progress monitoring, 64% of the students that take the FAA will make learning gains on the FAA by using target math interventions and structured teaching strategies while progress monitoring the students academic improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (10)	64% (10)

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	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	strands using higher order thinking on the computer with Riverdeep (Destination Math), SOAR to Success, iStation, and FCAT Explorer Program	Classroom Teacher, Administration	Math Block Monthly	Teacher observation, Go Math! mini-benchmark assessments, and chapter assessments. Lesson plans and Classroom Walk Through (CWT).

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:	In order to increase the number of students making learning gains in math, teachers provide intensive interventions, pull-out/push in groups for small group instruction and intervention, and continual monitoring through Response to Instruction/Intervention team.

2012 Current Level of Performance:	2013 Expected Level of Performance:
73.5% (65)	76%

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
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1	Increase of ESE: Learning Disabilities	Increase Differentiated Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials	Assistant Principal, RTI Team, Classroom Teacher, ESE Teachers, ESE Specialist, Autism Coach, Reading Coach, and Curriculum Specialist.	Weekly team meetings to discuss progress	BAT, STAR, Classroom Assessments, iStation, and benchmark assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.
2	Students lack appropriate math vocabulary in order to effectively use problem solving and reasoning skills.	Students will be exposed and become proficient in a print rich environment which includes math vocabulary and key words during daily instruction.	Classroom Teacher	Weekly review	Teacher observation

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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	In order to increase the number of students making adequate yearly progress in math, teachers provide intensive interventions, pull-out/push-in groups, small group instruction and intervention, and continual monitoring through Response to Instruction/Intervention team.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White 24.1% (29), Black 34.7% 121, Hispanic 21.4% (192), Asian 21.4% (14), and American Indian N/A	White 21%, Black 31%, Hispanic 18%, Asian 18% (18) and American Indian N/A

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to make real life connections to math concepts.	Students (K-5) will utilize hand-on-math manipulativesin skills based math groups and math centers, Students (k-5) will be instructed in small math groups as determined by levels. Students will be provided the opportunity for remediation and tutorials using the technology programs: Riverdeep (Destination Math), iStation, and FCAT Explorer.	Classroom Teacher Administration	Teacher Observations and Assessments Classroom Walk Throughs (CWT)	Chapter Tests Unit Assessments Mini Benchmarks End of the Year assessment FCAT 2.0

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:	Our ELL students will decrease by 3% not making satisfactory progress in mathematics as measured by the 2012-2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43.8% (16)	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	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.	classroom teacher, ESE Specialist, Administration	90 minutes reading block	Weekly comprehension assessments, STAR assessments, IRI, DAR, Teacher observation, lesson plans, and classroom walkthroughs, I-station, Triumphs Intervention Comprehension tests.
2	Students have limited math vocabulary knowledge.	Students will be exposed to a print rich environment which includes, word walls, math vocabulary and key words during daily instruction.	Classroom Teacher	Weekly Review	Teacher Observation Chapter tests 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:

5D. Students with Disabilities (SWD) not making	In order to increase the number Students with Disability

satisfactory progress in mathematics.

Mathematics Goal #5D:

making adequate yearly progress in math, teachers provide intensive interventions, pull-out/push-in groups for small group instruction and intervention, and continual monitoring through Response to Instruction/Intervention team.

2012 Current Level of Performance:	2013 Expected Level of Performance:
51.8% (56)	48%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited background knowledge and experience.	Students K-5 will participate using individualized/specific strategies based on deficiency (Accelerated Reader, and Istation) to improve reading comprehension.	Classroom Teacher Administration	Teacher Observations and Assessments Classroom Walk Throughs (CWT)	FAIR ORF STAR Assessment Rigby Benchmark PM DAR I-station
2	Increase of ESE: Learning Disabilities	Increase Differentiated Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials	Assistant Principal, RTI Team, Classroom Teacher, ESE Teachers, ESE Specialist, Autism Coach, Reading Coach, and Curriculum Specialist.	Weekly team meetings to discuss progress	BAT, STAR, Classroom Assessments, iStation, and benchmark assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.
3	Students lack appropriate math vocabulary in order to effectively use problem solving and reasoning skills.	Students will be exposed and become proficient in a print rich environment which includes math vocabulary and key words during daily instruction.	Classroom Teacher, Administration	Monthly Review	Teacher observation, Go Math! mini-assessments and Chapter assessment. Lesson Plans and classroom Walk Through (CWT).

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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Students making Adequate Yearly Progress (AYP) will increase in mathematics through teachers intensive interventions, small group instruction and intervention, and continual monitoring through Response to Instruction/Intervention team.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.3% (189)	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	Students lack understanding of grade appropriate math skills and concepts as well as lack of prior knowledge.	Students will receive differentiated instruction including but not limited to math manipulatives, classroom technology programs such as Riverdeep (Destination Math), iStation and FCAT explorer. Students will complete a minimum of one math application word problem per lesson.	Classroom Teacher Administration	Teacher Observations and Assessments Classroom Walk Through (CWT)	Chapter Test Unit Test Mini Benchmarks FCAT 2.0

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math Training	K-5 Math	Math SIP/PLC committee	Math Teachers	October 2012	Classroom WalkThrough (CWT) Lesson Plans	Administration
Common Core Curriculum Training	K-2 Math	Team Leaders (K-2), Curriculum Specialist, and Reading Coach.	PLC - K-2 Teachers	Weekly	Monthly Classroom Walk Throughs (CWT), lesson plans, support staff and administration.	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	At Coral Cove, our students experience hands-on activities and experiments to enrich concepts taught through text. We also use additional resources to increase students' content learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43.5% (138)	46%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited prior knowledge of content area.	Students will gain content knowledge through the use of and practice with the Delta Science hands on kit.	Classroom Teacher, Administration	Teacher observations and assessments, Analyze data to identify areas of need/mastery, Classroom Walk Through (CWT).	Science Fusion Textbook 3-5 FCAT 2.0 BAT 2 ScienceSaurus 5th grade Write Score Science Test grade 5 5th grade Science Assessment Book Lab Journals (K-5) Lesson Quizzes 3-5 FCAT Explorer Science (5) Science Diagnostic 3rd and 4th grade End of the year Test Versions A,B,C
2	Students lack of knowledge with the Scientific Thinking process	Science Fair will be held in April to give students real life experience with the Scientific Method. Grades 3-5 will complete individual Science Fair projects.	Classroom Teacher and Science Professional Learning Community	Once a School Year	Science Fair Project Rubric

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		Grades K-2 will complete science fair projects by class.			
3	Identifying incoming 4th graders deficiencies.	Teachers will use 5th grade BAT scores to identify deficiencies.	Classroom Teacher and Science Professional Learning Community	Twice a school year	BAT 2
4	Students have limited science vocabulary skills.	Students will actively engage in using science word wall for journal writing, and center activities such as incorporating science in reading centers.	Classroom Teacher, Administration	Teacher observations and assessments, Analyze data to identify areas of need/mastery, Classroom Walk Throughs (CWT).	3rd grade diagnostic test BAT 2 Lab Journals (K-5) FCAT Explorer Science (5) Science Fusion Test 5th Grade Science Assessment ScienceSaurus 5th grade Write Score Science Test grade 5 End of the Year Test Versions A,B,C.
5	Instructional Continuity K-5	Implement integration of scientific thinking & vocabulary throughout curriculum School-wide Science Activity	Classroom Teachers, Reading Coach, and Curriculum Specialist.	Classroom Walkthroughs (CWT), Observations	Grade Chairs and Administration

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:	Based on our previous FAA scores, IEP data, and progress monitoring, 78% of the students that take the FAA will score a 4,5, or 6 on the FAA by using target science interventions and structured teaching strategies while progress monitoring the students academic improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (4)	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	Time consuming on standardized test pose a challenge due to over analyzing.	Practice standardized test taking skills under similar circumstances.	Cluster Teachers, and Autism Coach	Monthly	Standardized test practice 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 science. Science Goal #2a:	At Coral Cove, we enrich science concepts by incorporating the use of various technology programs, curriculum acceleration and individual science experiments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12.3% (138)	17%

	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	Lack of time to complete additional hands-on science experiments.	K-5 will have Science centers that include various experiments.	Classroom Teacher	Quarterly	Teacher Observation and Rubric
2	The curriculum pacing chart moves too slowly	Teachers will use mini-benchmarks of all the Big Ideas K-4 to find the areas that need to be strengthened and enriched.	Classroom Teacher	Weekly Review	BAT 2 FCAT Explorer Science (5) Science Fusion Test Lesson Quizzes 3-5 5th Grade Science Assessment ScienceSaurus 5th grade Write Score Science Test grade 5 End of the Year Test Versions A,B,C. Diagnostic Test 3rd and 4th grade Teacher observation
3	Instructional Continuity K-5	Implement integration of scientific thinking & vocabulary throughout curriculum School-wide Science Activity	Classroom Teachers, Reading Coach, and Curriculum Specialist.	Classroom Walkthroughs (CWT), Observations	Grade Chairs and Administration

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.	Based on our previous FAA scores, IEP data, and progress monitoring, 2% of the students that take the FAA will score level 7 and above on the FAA by using target science interventions and structured teaching

	Science Goal #2b:	strategies while progress monitoring the students academic improvement.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	0% (4)	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	Time consuming on standardized test pose a challenge due to over analyzing.	Practice standardized test taking skills under similar circumstances.	Cluster Teachers and Autism Coach	Monthly	Standardized test practice assessments.

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
PLCs/Lesson Study	K-5 Science	SIP committee chair	School-wide	Monthly	Lesson Plans Classroom Walk Through (CWT)	Administration
Common Core Curriculum Training	K-2 Science	Team Leaders (K-2), Curriculum Specialist, and Reading Coach.	PLC - K-2 Teachers	Weekly	Monthly Classroom Walk Throughs (CWT), lesson plans, support staff and administration.	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

n/a	n/a	n/a	$0.00
		Subtotal:	$0.00
		Grand Total:	**$0.00**

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	At Coral Cove, we have experienced increases in our writing scores by implementing a monthly writing prompt. We are targeting 4.0 and above in the current and anticipated level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
99.1% (116)	99.9%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students exhibit a lack of an enhanced vocabulary to effectively produce grade appropriate expository and narrative writing samples.	Implement the use of word banks, vocabulary through content areas, school wide weekly vocabulary challenges, and daily imbedded vocabulary instruction through various reading programs.	Classroom teacher, support teachers, and media specialist	Daily Interaction and Weekly	Teacher created assessments, observations, writing samples, and rubrics
2	Lack of conventions in writing.	Teachers will model appropriate writing strategies including proper conventions using anchor papers created by teachers.	Writing PLC/ SIP committee, Reading Coach, and Curriculum Specialist.	Daily as needed	Professional learning community, expectations, rubrics, teacher/peer conferencing, writing samples, and rubrics.

Note: The above table has six columns; the header row spans "Anticipated Barrier", "Strategy", "Person or Position Responsible for Monitoring", "Process Used to Determine Effectiveness of Strategy", "Evaluation Tool".

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:	Based on our previous FAA scores, IEP data, and progress monitoring, 86% of the students that take the FAA will score a 4 or higher on the FAA by using target writing interventions and structured teaching strategies while progress monitoring the students academic improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83.3% (6)	86%

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	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.	Cluster teachers, Autism Coach, and Reading Coach.	Weekly	Writing Samples and Teacher Observations

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
Professional Development, and Cross Track training	K-5	SIP writing chair	school wide	August 2012	Anchor Papers Monthly Writing Samples reviewed by support staff and administration.	Administration and Reading Coach
Common Core Curriculum Training	K-2 Writing	Team Leaders (K-2), Curriculum Specialist, and Reading Coach	PLC - K-2 Teachers	Weekly	Monthly Classroom Walk Throughs (CWT), lesson plans, support staff and administration	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	For the 2012-2013, we will improve our attendance rate to 98% of students attending school on a daily basis and less than 5% of the student population will have 10 or less tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During the 2011- 2012 school year, an average of (96.3%) of our students were in attendance on a daily basis.	For the 2012-2013, we will improve our attendance rate to 98% of students attending school on a daily basis.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
N/A	For the 2012-2013 school year, there should be less than 5% of students with 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
N/A	For the 2012-2013 school year, less than 5% of the student population will have 10 or less tardies.

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	Consistent tardies by many of the student population.	Teachers will contact parents after 5 tardies in a quarter for immediate intervention.	Administration	Daily and monthly	TERMS Pinnacle BASIS 2.0
2	Parental Cooperation	Increase awareness of correlation between attendance and student achievement. Motivate students to arrive on time through classroom activity participation. Conference with parents regarding attendance on as needed basis.	Principal, Assistant Principal, Guidance Counselor, Classroom Teacher, Curriculum Specialist, Reading Coach, and Social Worker.	Daily and monthly	Terms Pinnacle BASIS 2.0

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
Training: BTIP/Tardies/Absences/ Pinnacle	K-5	Assistant Principal	School-Wide	August 2012	Being monitored by the Assistant Principal.	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$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:	Through school-wide implemented rules, Coral Cove Elementary had 0 in-door suspensions and 0 external suspensions. 100% of all classrooms, including specials and cafeteria adhere to the same school-wide rules.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

	0		0		

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Disruptive behavior on the school bus to and from home.	Effective communication between the bus driver and school administration. Student expectations will be clearly discussed with the students.	Assistant Principal	Daily and Weekly reports from the school bus driver.	TERMS report

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
School Wide Discipline Plan/Training	School Wide	Administration	School-Wide	August 2012	Referrals/ BASIS 2.0	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	At Coral Cove, we believe parents are our greatest partners. We enjoy offering parents multiple opportunities throughout the year to discover their child's world at school through book fairs, art shows, drama and musical shows, Family nights, PTA meetings, and SAC meetings.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
45%	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	A large percent of our families are working parents and are unable to assist within the school hours.	Teachers are encouraged to provide opportunities for parents to participate during school-hours and after school hours programs by providing ample notification of upcoming events.	Administration	As needed based on activities	Surveys, and sign-in sheets
2	Sustaining continuous communication with parents.	Utilize parent link and website to deseminate information. In addition, packets of pertinent information. Enhance e-mail notifications by creation of classroom contact lists.	Administration	As needed based on activities	Surveys, and sign-in sheets. Number of registered volunteers Increase in family participation in school activities
3	Socio-Economic Changes	Target evening parent activities Seek additional community partnerships to provide assistance	Administration, Parent Volunteer Coordinator, and Partnership Liaision	As needed based on activities	Number of registered volunteers Increase in family participation in school activities Community Partnership data

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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$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:	
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
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	n/a	n/a	n/a	$0.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will use AR on weekly basis to target students' comprehension skills.	Accelerated Reader	PTA	$4,800.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
				Subtotal: $4,800.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	n/a	n/a	n/a	$0.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	n/a	n/a	n/a	$0.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
				Subtotal: $0.00
				Grand Total: $4,800.00

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.

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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
The SAC funds will be used for Test Preparation materials and for implementation of SAC Goals and Objectives.	$3,854.00

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

The SAC will review the SIP plan on monthly basis. The SAC team will monitor and make recommendation(s) for effective implementation. The SAC committee will be actively involved in any decision making process at it relates to the SIP plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
CORAL COVE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	91%	99%	75%	351	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	73%	68%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	70% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					622	
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
CORAL COVE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	90%	94%	66%	337	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	72%	73%			145	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?	65% (YES)	74% (YES)			139	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					621	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested