

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: COCONUT PALM ELEMENTARY SCHOOL

District Name: Broward

Principal: Teresa Thelmas

SAC Chair: Randi Weinstein

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

|  |
|--|
| <a href="#">School Grades Trend Data</a>   |
| <a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a> |
| <a href="#">High School Feedback Report</a>  |
| <a href="#">K-12 Comprehensive Research Based Reading Plan</a>                               |

### 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 | Terri Thelmas | <ul style="list-style-type: none"> <li>• Master's Degree in Education</li> <li>• Certification in Educational Leadership</li> </ul> | 7                            | 18                             | <p>2011/2012 532 points (A), Reward School.<br/>67% meeting satisfactory or high standards in Reading<br/>65% meeting satisfactory or high standards in Math<br/>88% meeting satisfactory or high standards in Writing<br/>49% meeting satisfactory or high standards in Science</p> <p>2010/2011 568 points (A), 87% of AYP criteria met. AYP criteria not met for Hispanic and Economically Disadvantaged Subgroups in Reading and for Black Subgroup in Math.</p> <p>2009/2010 548 points (A), 90% of AYP criteria met. Criteria not met for Black and Economically Disadvantaged Subgroups in Math and Reading.</p> <p>2008/2009 594 points (A), 100% of AYP criteria met.</p> |

|                 |                    |  |   |    |  |
|-----------------|--------------------|--|---|----|--|
| Assis Principal | Ronald G. Adderley | <ul style="list-style-type: none"> <li>• Bachelor's Degree in Elementary Ed.</li> <li>• Master's Degree in Ed. Leadership</li> </ul> | 2 | 32 | <p>2011/2012 532 points(A), Reward School.<br/>67% meeting satisfactory or high standards in Reading<br/>65% meeting satisfactory or high standards in Math<br/>88% meeting satisfactory or high standards in Writing<br/>49% meeting satisfactory or high standards in Science</p> <p>2010/2011 622 points (A), 90% of AYP criteria met. AYP criteria not met for Economically Disadvantaged and English Language Learner Subgroups in Reading and Economically Disadvantaged and Students with Disabilities in Math - Coral Cove Elementary</p> <p>2009/2010 points (A), 100% of AYP criteria met - Coral Cove Elementary</p> <p>2008/2009 - Quest Center (Not Graded)</p> |
|-----------------|--------------------|--|---|----|--|

## 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)   |
|---|-------------------|--|------------------------------|--------------------------------------|---|
| Elementary Education 1-6, Early Childhood | Jennifer Kinggard | Bachelor's Degree, Reading Endorsement | 12                           | 10                                   | <p>11/12 -A<br/>67% meeting satisfactory or high standards in Reading<br/>65% meeting satisfactory or high standards in Math<br/>88% meeting satisfactory or high standards in Writing<br/>49% meeting satisfactory or high standards in Science</p> <p>10/11 – A, AYP not met for Hispanic and Economically Disadvantaged students in Reading and AYP not met for Black students in Math<br/>09/10- A, AYP not met for Black and Economically Disadvantaged students<br/>08/09 –A, AYP met<br/>07/08 – B, AYP met<br/>06/07 – A, AYP met</p> |

## 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 through staff development and staff meetings  | Administration                 | On-going                  |   |
| 2 | Peer Assistance  | Administration                 | On-going                  |   |
| 3 | Reading Coach and Team Leaders will model strategies that are highly effective (Marzano) and aligned with the new Common Core State Standards in order to assist with effective classroom practices and lesson delivery. | Reading Coach and Team Leaders | 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 57                                  | 0.0%(0)                  | 12.3%(7)                                   | 61.4%(35)                                   | 26.3%(15)                                  | 38.6%(22)                           | 100.0%(57)                  | 8.8%(5)                     | 8.8%(5)                             | 82.5%(47)                |

## 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  |
|------------------------------|-------------------|-----------------------|---|
| Tammy Osborne- Team Leader   | Angelita Sands    | New to our school     | modeling of grade level activities and/or common planning as needed to acclimate to first grade curriculum and to new school        |
| Begonia Rosero- Team Leader  | Fergie Perez      | New to our school     | modeling of grade level activities and/or common planning as needed to acclimate to first grade curriculum and to new school        |
| Begonia Rosero - Team Leader | Dolores Scott     | New to our school     | modeling of grade level activities and/or common planning as needed to acclimate to first grade curriculum and to new school        |
| Amy Torres - Team Leader     | Jen Shapiro       | New to our school     | modeling of grade level activities and/or common planning as needed to acclimate to Kindergarten grade curriculum and to new school |
| Colleen Cottam - Team Leader | Jenna DeFillippis | New to our school     | modeling of grade level activities and/or common planning as needed to acclimate to fifth grade curriculum and to new school        |
| Amy Torres- Team Leader      | Natajassa Sosa    | New to our school     | modeling of grade level activities and/or common planning as needed to acclimate to fourth grade curriculum and to new school       |
| Colleen Cottam - Team Leader | Dimark Mcfarlane  | New to our school     | modeling of grade level activities and/or common planning as needed to acclimate to fifth grade curriculum and to new school        |
| Tammy Osborne- Team Leader   | Sherry Markowitz  | New grade level       | modeling of grade level activities and/or common planning as needed to acclimate to first 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Nicole Molnar – guidance counselor, Kelli Iaria – ESE Specialist, Victor Mora – School Social Worker, Christine Collado-Acebal – School Psychologist, Jennifer Kinggard – Reading Coach, Ronald G. Adderley - Assistant Principal, Terri Thelmas - Principal  
They have been selected due to experience in curriculum and interventions.

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 team follows the four-step problem solving process with scheduled meetings held a minimum of twice a month (more if necessary) with the teachers. The four step problem solving process includes the following:

1. Problem Identification: Identify the problem and desired behavior for the student.
2. Problem Analysis: Collecting data in order to determine cause of the identified problem.
3. Intervention: Developing or selecting appropriate and evidence-based intervention or intervention program.
4. Evaluate: Measure and evaluate the effectiveness of the prescribed intervention.

The Reading Coach is responsible for coordinating and facilitating the meetings. The Reading Coach also acts as the case manager. The data is tracked and recorded in a school based FileMaker Pro database. Excel created graphic charts are used to note data trends in tier 2 and 3 intervention students for progress monitoring. Coconut Palm is using the Struggling Reading and Math Chart to help provide proper interventions for students, which incorporate DAR, Rigby and FCAT testing measures.

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 team makes recommendations for the 2012/2013 School Improvement Plan and meets with the School Advisory Council to help determine staff development that pertains to the Response to Intervention model. The RtI team will evaluate prior years FCAT and AYP data to help determine appropriate interventions for Tier 1, 2 and 3 students.

### 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.

When teachers present a concern about a student the RtI team ensures that teachers have verbalized concerns to parents via a conference before beginning the Collaborative Problem Solving process. Teachers then fill out an Academic or Behavioral Concerns Data sheet. Twice a month the RtI team collects and review the forms. The team then meets with the teachers, who bring all applicable data, to discuss the concerns and provide strategies and interventions to address the concerns. All pertinent information presented is kept by the RtI Team on a school-based database. The team will re-convene as needed to review additional data. At that point, the team decides if the student will be monitored or evaluated. Students are placed on monitor for 2-3 months.

Describe the plan to train staff on MTSS.

The RtI leadership team will introduce themselves at the beginning of the year and familiarize the staff on the new RtI methodology through inservice. The Collaborative Problem Solving Model and CHAMPS (Classroom Behavior Management) will be provided as needed through grade level team meetings as well as through Professional Learning Communities.

Describe the plan to support MTSS.

## 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, as well as the reading coach 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.

N/A

### \*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.

N/A

### \*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?

N/A

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

N/A

## 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](#)

N/A

## 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.<br><br>Reading Goal #1a:                | Based on the 2011-2012 FCAT Reading Results 125 of our 430 students in grades 3-5 made adequate yearly progress. 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 finds to classroom teachers. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 29.1% (125/430) students in grades 3-5 met level of proficiency (level 3) on the 2011-2012 Reading FCAT. | 33% (140) students in grades 3-5 will meet level of proficiency (level 3) on the 2012-2013 Reading FCAT.  |

#### 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 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 real life problems. | Administration Support Team Grade Level teachers | Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices   | iObservations Weekly assessments Teacher and student made rubrics FCAT Explorer FCAT FOCUS Benchmark Assessments |
| 2 | 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.  | Administration, Reading Teacher                  | Quarterly data chats held between Administration and teachers divided by grade level. Also monthly teacher/student data chats reviewing student progress and success in reaching their individual goals. Use data collected to help students identify areas of weakness and focus on interventions that will better help students to meet their monthly goals. | Weekly comprehension assessments, FAIR assessments, STAR assessments, IRI, DAR, Rigby                            |
| 3 | 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.  | Administration, Reading Coach, Reading Teacher   | Quarterly Data chats held between Administration/Reading Coach and grade level teachers to determine effectiveness of differentiated instruction and teacher interventions being utilized.   | Weekly comprehension assessments, FAIR assessments, STAR assessments, IRI, DAR, Rigby, ORF                       |
|   | Ability to retain and apply new, grade appropriate,   | Students will utilize grade appropriate student made   | Administration, Reading Coach,                   | Monthly Classroom walkthroughs focusing on   | Weekly Vocabulary tests, FAIR  |

|   |  |  |   |  |  |
|---|--|--|---|--|--|
| 4 | vocabulary words.  | vocabulary maps, interactive word walls, vocabulary connection books, Time for Kids and Accelerated Reader.  | Reading Teacher   | board configuration and grade appropriate vocabulary usage. Results shared at team leader meetings and feedback given at grade level meetings. Teachers will evaluate student progress and alter small groups accordingly based on feedback. | assessments, STAR assessments, IRI, DAR, Rigby   |
| 5 | Student lack of stamina in reading longer passages.  | Incorporate better use of center based activities to incorporate longer, fact based reading passages. Incorporate cooperative groups, daily/weekly practice, Buzz About It program and interest level reading. | Administration<br>Reading Coach and<br>Grade Level Team<br>Leaders                | Weekly Team Meetings sharing best practices. Student Journaling and peer observations. Student/Teacher conferences.  | iObservations<br>STAR/AR<br>Assessments<br>Student and<br>Teacher made<br>Rubrics.<br>Benchmark<br>Assessments<br>Monthly Student<br>AR Goals                                |
| 6 | Lack of exposure to test question complexity.  | Utilize higher order questioning techniques such as Blooms Taxonomy. Teacher will act as facilitator to student led small groups incorporating cooperative groups.   | Administration<br>Reading Coach<br>Grade Level<br>Reading Teacher                 | Classroom Walkthrough<br>Weekly Team Meetings sharing best practices. Student Journaling and peer observations. Student/Teacher conferences.   | iObservations<br>STAR/AR<br>Assessments<br>Student and<br>Teacher made<br>Rubrics.<br>FCAT Explorer<br>FCAT FOCUS<br>Monthly Student<br>AR Goals<br>Benchmark<br>Assessments |
| 7 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration<br>Support Team<br>Reading Coach<br>Grade level Reading<br>Teacher | Walkthroughs<br>Teacher/Administrator<br>Data Chats, Weekly team<br>meetings sharing best<br>practices   | iObservations<br>STAR/AR<br>Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>Benchmark<br>Assessments   |
| 8 | 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<br>Support Team<br>Reading Coach<br>Grade Level<br>Reading Teacher | Teacher/Administrator<br>Data Chats<br>Classroom Walkthrough<br>Weekly Grade level team<br>meeting sharing best<br>practices   | PLC<br>Benchmark<br>Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>STAR/AR<br>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:

|  |  |
|--|--|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: | Utilizing the Response to Intervention team along with additional push in for student support, our school expects student achievement to increase. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 0% (0/1)   | 100% (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      |
|---|--|---|---|----------------------|
| Lack of fluency and comprehension skills. | Students will receive differentiated instruction | Administration, Reading Coach,                | Quarterly Data Chats held between                   | Weekly comprehension |



|   |   |  |  |   |  |
|---|---|--|--|---|--|
| 1 |   | and teachers will utilize alternative programs outlined in the Struggling ReadersChart. Students will also participate in a free tutorial camp.                  | Reading Teacher.                               | Administration/Reading Coach and grade level teachers to determine effectiveness of differentiated instruction and teacher interventions being utilized.  | assessments, STAR assessments, IRI, DAR, Rigby, ORF                          |
| 2 | Ability to retain and apply new, grade appropriate, vocabulary words. | Students will utilize grade appropriate student made vocabulary maps, interactive word walls, vocabulary connection books, Time for Kids and Accelerated Reader. | Administration, Reading Coach, Reading Teacher | Monthly Classroom walkthroughs focusing on board configuration and grade appropriate vocabulary usage. Results shared at team leader meetings and feedback given at grade level meetings. Teachers will evaluate student progress and alter small groups accordingly based on feedback. | Weekly Vocabulary tests, FAIR assessments, STAR assessments, IRI, DAR, Rigby |

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.<br><br>Reading Goal #2a: | Based on 2011-2012 FCAT Reading results, 164 of 430 students achieved a level 4 or 5 on their Reading FCAT. At Coconut Palm, students are homogeneously placed in gifted/high achieving classes. This homogeneous grouping allows the reading teacher to directly target students' higher ability levels. These students are, in turn, able to participate in enrichment activities throughout the year. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 38.1% (164/430)of students achieved a level 4 and above on their 2011-2012 Reading FCAT 2.0         | 47% (202) of students will achieve a level 4 and above on their 2012-2013 Reading FCAT 2.0   |

#### 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 | 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 real life problems. | Administration Support Team<br>Grade Level teachers | Teacher/Administrator Data Chats.<br>Classroom Walkthrough<br>Weekly grade level team meeting sharing best practices | iObservations<br>Weekly assessments<br>Teacher and student made rubrics<br>FCAT Explorer<br>FCAT FOCUS<br>Benchmark Assessments |
| 2 | Time constraints on standardized test pose a challenge due to overanalyzing.                              | Practice standardized test taking skills under similar time constraints. Teachers will focus student thinking with "6 Thinking Hats" by J. DeBono  | Classroom Teacher,<br>Guidance Counselor            | Daily interaction  | Standardized test practice assessments  |
| 3 | Student lack of stamina in reading longer passages.   | Incorporate better use of center based activities to incorporate longer, fact based reading passages. Incorporate cooperative groups, daily/weekly practice, Buzz About It   | Reading Coach and<br>Grade Level Team Leaders       | Weekly Team Meetings sharing best practices. Student Journaling and peer observations. Student/Teacher conferences.  | STAR/AR Assessments<br><br>Student and Teacher made Rubrics.<br><br>Monthly Student   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
|   |  | program and interest level reading.  |  |  | AR Goals   |
| 4 | Lack of exposure to test question complexity.  | Utilize higher order questioning techniques such as Blooms Taxonomy. Teacher will act as facilitator to student led small groups incorporating cooperative groups.                   | Administration<br>Reading Coach<br>Grade Level Reading<br>Teacher  | Classroom Walkthrough<br>Weekly Team Meetings sharing best practices.<br>Student Journaling and peer observations.<br>Student/Teacher conferences. | iObservations<br>STAR/AR<br>Assessments<br>Student and Teacher made Rubrics.<br>FCAT Explorer<br>FCAT FOCUS<br>Monthly Student<br>AR Goals<br>Benchmark<br>Assessments |
| 5 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration<br>Support Team<br>Reading Coach<br>Grade level Reading<br>Teacher<br>Walkthroughs<br>Teacher/Administrator | Data Chats, Weekly team meetings sharing best practices  | iObservations<br>STAR/AR<br>Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>Benchmark<br>Assessments   |
| 6 | 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<br>Support Team<br>Reading Coach<br>Grade Level Reading<br>Teacher  | Teacher/Administrator<br>Data Chats<br>Classroom Walkthrough<br>Weekly Grade level team meeting sharing best practices                             | PLC<br>Benchmark<br>Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>STAR/AR<br>Assessments   |
| 7 | Students lack academic goal setting skills.  | Teacher/Student conferencing to review individual assessment data and establish goals and expectations for AR and quarterly report card grades.                                      | Administration<br>Reading Coach<br>Grade Level Reading<br>Teacher  | Teacher/Administrator<br>Data Chats<br>Classroom Walkthrough<br>Weekly Grade level team meeting sharing best practices                             | iObservations<br>STAR/AR<br>Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>Benchmark<br>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:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: | Student placement in homogeneous gifted/talented classes will provide for reading teachers to directly target student's higher ability levels while still maintaining core level of performance. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 100% (1/1)   | 100% (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 | Student lack of stamina in reading longer passages. | Incorporate better use of center based activities to incorporate longer, fact based reading passages. Incorporate cooperative groups, daily/weekly practice, Buzz About It program and interest level reading. | Reading Coach and Grade Level Team Leaders<br>Weekly Team Meetings sharing best practices. | Student Journaling and peer observations.<br>Student/Teacher conferences. STAR/AR Assessments | Student and Teacher made Rubrics.<br><br>Monthly Student AR Goals |

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.<br><br>Reading Goal #3a: | 190.5 students out of 282 made learning gains in their 2011-2012 Reading FCAT. 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 support for specific interventions, as needed. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 67.6% (190.5/282) have achieved learning gains in their 2011-2012 Reading FCAT.                 | 78% (220) will achieve learning gains in their 2012-2013 Reading FCAT.   |

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 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 real life problems. | Administration Support Team<br>Grade Level teachers                         | Teacher/Administrator Data Chats.<br>Classroom Walkthrough<br>Weekly grade level team meeting sharing best practices      | iObservations<br>Weekly assessments<br>Teacher and student made rubrics<br>FCAT Explorer<br>FCAT FOCUS<br>Benchmark Assessments                        |
| 2 | Due to budget restrictions there is a lack of personnel to maintain small group pull-out/push-in.         | Utilize support staff and specials teachers to meet with RtI and retained students in small group 4 times a week for 20 minutes.   | Administration  | Data chats  | Teacher made assessments, DAF STAR, IRI, reading series' unit and chapter assessments, mini-BATS, BATS, Rigby  |
| 3 | Student lack of stamina in reading longer passages.   | Incorporate better use of center based activities to incorporate longer, fact based reading passages. Incorporate cooperative groups, daily/weekly practice, Buzz About It program and interest level reading.   | Administration Reading Coach and Grade Level Team Leaders                   | Weekly Team Meetings sharing best practices.<br>Student Journaling and peer observations.<br>Student/Teacher conferences. | iObservations<br>STAR/AR Assessments<br>Student and Teacher made Rubrics.<br>Benchmark Assessments<br>Monthly Student AR Goals                         |
| 4 | 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.<br>Administration and Reading Teacher  | Teacher/Administrator<br>Quarterly Data Chats                               | Feedback from Grade-Level monthly Classroom Walk-throughs   | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, Benchmark scores<br>Teacher observation, lesson plans, and classroom walkthroughs |
| 5 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment          | Question stems and distractors will be incorporated into daily lesson plans and taught to students through   | Administration Support Team<br>Reading Coach<br>Grade level Reading Teacher | Walkthroughs<br>Teacher/Administrator Data Chats, Weekly team meetings sharing best practices                             | iObservations<br>STAR/AR Assessments<br>FCAT Explorer<br>FCAT FOCUS  |

|   |  |   |  |  |  |
|---|--|---|--|--|--|
|   |  | teacher modeling.   |  |  | Benchmark Assessments  |
| 6 | 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<br>Reading Coach<br>Grade level Reading Teacher | Walkthroughs<br>Teacher/Administrator<br>Data Chats, Weekly team meetings sharing best practices | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, Benchmark scores<br>Teacher observation, lesson plans |

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:<br>Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: | At Coconut Palm Elementary we continue to increase student achievement in Reading by using the Response to Instruction/Intervention Team. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 100% (1/1)   | 100% (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 | Lack of fluency and comprehension.                   | Utilize support staff and specials teachers to meet with RtI and retained students in small group 4 times a week for 20 minutes.   | Administration   | Data chats and BASIS   | Teacher made assessments, DAR STAR, IRI, reading series' unit and chapter assessments, mini BATS, BATS, Rigby |
| 2 | Students have difficulty comprehending complex text. | Students will receive differentiated instruction and teachers will utilize alternative programs outlined in the Struggling ReadersChart. Students will also participate in a free tutorial camp. | Administration, Reading Coach, Reading Teacher.                | Quarterly Data Chats held between Administration/Reading Coach and grade level teachers to determine effectiveness of differentiated instruction and teacher interventions being utilized. | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, ORF                                      |
| 3 | Students lack academic goal setting skills.          | Teacher/Student conferencing to review individual assessment data and establish goals and expectations for AR and quarterly report card grades.  | Administration<br>Reading Coach<br>Grade Level Reading Teacher | Teacher/Administrator<br>Data Chats<br>Classroom Walkthrough<br>Weekly Grade level team meeting sharing best practices   | iObservations<br>STAR/AR Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>Benchmark 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 reading.<br><br>Reading Goal #4: | 53 of 74 students were able to make learning gains in their 2011-2012 Reading FCAT. In order to increase the number of students making learning gains in reading, teachers provide intensive interventions, push-in support 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:   |

72% (53/74) of students in the lowest 25 % made learning gains on their 2011-2012 Reading FCAT 2.0

82% (61) of students in the lowest 25 % will make learning gains on their 2012-2013 Reading FCAT 2.0

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 | 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 real life problems. | Administration Support Team Grade Level teachers                      | Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices | iObservations Weekly assessments Teacher and student made rubrics FCAT Explorer FCAT FOCUS Benchmark Assessments |
| 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, Support team and Reading Teacher                      | Reading Professional Learning Communities Minutes<br>Teacher/Administrator Quarterly Data Chats                | Teacher observation, lesson plans, Classroom walkthroughs STAR, IRI, DAR, Rigby, Letter names and sound and FAIR |
| 3 | Student difficulty with reading on-grade-level curriculum   | Determine what AYP subgroup lowest 25% belong to identifying patterns or trending.<br><br>Differentiate instruction appropriately to meet individual student needs and group accordingly.  | Administration and Support Team                                       | Teacher/Administrator Quarterly Data Chats<br><br>Feedback from Grade-Level monthly Classroom Walk-throughs    | STAR/AR DAR Rigby Mini Assessments Benchmark Assessments FCAT Explorer FCAT FOCUS                                |
| 4 | Students lack ownership of their learning.  | Teacher provide students with clearly stated learning goals accompanied by a score or rubric. Cooperative learning groups will learn to use effective written and oral communication. Student/teacher monthly data chats reviewing student goals for AR and Reading Report card grades.                              | Administration Support Team Reading Teacher                           | Teacher/Administrator Quarterly Data Chats<br><br>Feedback from Grade-Level monthly Classroom Walk-throughs    | iObservations STAR/AR DAR Rigby Mini Assessments Benchmark Assessments FCAT Explorer FCAT FOCUS                  |
| 5 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment          | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration Support Team Reading Coach Grade level Reading Teacher | Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best practices                     | iObservations STAR/AR Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |

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 #  |           |           |           |           |           |
|  | By June 2017 Coconut Palm Elementary will reduce our achievement gap by 50%. 67% of students scored proficiency or above in Reading on their 2011-2012 Reading FCAT, thus successfully meeting their AMO target for that school |           |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012   | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |

|  |     |     |     |     |     |  |
|--|-----|-----|-----|-----|-----|--|
|  | 65% | 68% | 72% | 75% | 78% |  |
|--|-----|-----|-----|-----|-----|--|

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.<br><br>Reading Goal #5B: | During the 2011-2012 school year Coconut Palm Elementary made their AMO target for Reading overall. Coconut Palm did not meet their AMO target for all subgroups with the exception of our Asian Subgroup which did not meet satisfactory progress in reading for the 2011-2012 year. All subgroups will remain targeted for improvement in correlation with AMO targets for the next 6 years. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| American Indian: N/A<br>White: 23.9% (11/46)<br>Black: 38.6% (66/171)<br>Hispanic: 28.8% (47/163)<br>Asian: 31% (9/29)                                    | American Indian: N/A<br>White: 14% (6)<br>Black: 28% (123)<br>Hispanic: 18% (141)<br>Asian: 21% (6)  |

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.                                       | Administration and Reading Teacher                                    | Teacher/Administrator Quarterly Data Chats<br><br>Feedback from Grade-Level monthly Classroom Walk-throughs  | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, Benchmark scores<br>Teacher observation, lesson plans, and classroom walkthroughs        |
| 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<br>Classroom Walkthrough<br>Weekly Grade level team meeting sharing best practices                                | PLC<br>Benchmark Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>STAR/AR Assessments  |
| 3 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.  | Administration Support Team Reading Coach Grade level Reading Teacher | Walkthroughs<br>Teacher/Administrator Data Chats, Weekly team meetings sharing best practices  | iObservations<br>STAR/AR Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>Benchmark Assessments  |
| 4 | Lack of exposure to test question complexity.  | Utilize higher order questioning techniques such as Blooms Taxonomy. Teacher will act as facilitator to student led small groups incorporating cooperative groups.                              | Administration Reading Coach Grade Level Reading Teacher              | Classroom Walkthrough<br>Weekly Team Meetings sharing best practices.<br>Student Journaling and peer observations.<br>Student/Teacher conferences. | iObservations<br>STAR/AR Assessments<br>Student and Teacher made Rubrics.<br>FCAT Explorer<br>FCAT FOCUS<br>Monthly Student AR Goals<br>Benchmark Assessments |
| 5 | Student lack of stamina in reading longer passages.  | Incorporate better use of center based activities to incorporate longer, fact based reading passages. Incorporate cooperative groups, daily/weekly practice, Buzz About It program and interest | Administration Reading Coach and Grade Level Team Leaders             | Weekly Team Meetings sharing best practices.<br>Student Journaling and peer observations.<br>Student/Teacher conferences.                          | iObservations<br>STAR/AR Assessments<br>Student and Teacher made Rubrics.<br>Benchmark Assessments  |

|  |                |  |                          |
|--|----------------|--|--------------------------|
|  | level reading. |  | Monthly Student AR Goals |
|--|----------------|--|--------------------------|

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.<br><br>Reading Goal #5C: | During the 2011-2012 school year Coconut Palm Elementary made their AMO target for Reading overall. Coconut Palm did meet their AMO target for our ELL population of satisfactory progress in reading for the 2011-2012 year. Our ELL population scored 58% meeting satisfactory scoring in Reading which was above our AMO target of 41%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 60.9% (14/23)   | 53% (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   |
|---|--|--|---|---|---|
| 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.  | Administration and Reading Teacher                                    | Teacher/Administrator Quarterly Data Chats<br><br>Feedback from Grade-Level monthly Classroom Walk-throughs                               | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, Benchmark scores teacher observation, lesson plans, classroom walkthroughs, and automated individualized assessments |
| 2 | Student lack of stamina in reading longer passages.  | Incorporate better use of center based activities to incorporate longer, fact based reading passages. Incorporate cooperative groups, daily/weekly practice, Buzz About It program and interest level reading. | Administration Reading Coach and Grade Level Team Leaders             | Weekly Team Meetings sharing best practices. Student Journaling and peer observations. Student/Teacher conferences.                       | iObservations STAR/AR Assessments Student and Teacher made Rubrics. Benchmark Assessments Monthly Student AR Goals  |
| 3 | Lack of exposure to test question complexity.  | Utilize higher order questioning techniques such as Blooms Taxonomy. Teacher will act as facilitator to student led small groups incorporating cooperative groups.   | Administration Reading Coach Grade Level Reading Teacher              | Classroom Walkthrough Weekly Team Meetings sharing best practices. Student Journaling and peer observations. Student/Teacher conferences. | iObservations STAR/AR Assessments Student and Teacher made Rubrics. FCAT Explorer FCAT FOCUS Monthly Student AR Goals Benchmark Assessments   |
| 4 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration Support Team Reading Coach Grade level Reading Teacher | Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best practices  | iObservations STAR/AR Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments  |
| 5 | 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  | Administration Support Team Reading Coach Grade Level Reading Teacher | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best                                       | PLC Benchmark Assessments FCAT Explorer FCAT FOCUS  |



|   |   |  |   |   |   |
|---|---|--|---|---|---|
|   |   | build into instruction appropriate activities to prepare students.   |   | practices   | STAR/AR Assessments   |
| 6 | ELL students require additional language practice in both vocabulary and content. | Instruction will include vocabulary building activities, peer assis and Content Academic Vocabulary Systems (CAVS). Additional small group will also be provided with ESOL Paraprofessional support for ELL subgroups. | Administration<br>Grade Level Reading Teacher<br>ESOL Coordinator | Teacher/Administrator<br>Data Chats<br>Classroom Walkthrough<br>Student/Teacher conferences | iObservations<br>STAR/AR Assessments<br>Student and Teacher made Rubrics.<br>FCAT Explorer<br>FCAT FOCUS<br>Monthly Student AR Goals<br>Benchmark 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 subgroup:

|  |   |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.<br><br>Reading Goal #5D: | During the 2011-2012 school year Coconut Palm Elementary made their AMO target for Reading overall. Coconut Palm did meet their AMO target for our SWD population of satisfactor progress in reading for the 2011-2012 year. Our SWD population scored 34% meeting satisfactory scoring in Reading which was above our AMO target of 27%. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 67.6% (25/37)  | 67% (25)  |

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.                  | Administration and Reading Teacher<br>Teacher/Administrator<br>Quarterly Data Chats | Feedback from Grade-Level monthly Classroom Walk-throughs  | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, Benchmark scores<br>teacher observation, lesson plans, classroom walkthroughs, and automated individualized assessments |
| 2 | Lack of exposure to test question complexity.   | Utilize higher order questioning techniques such as Blooms Taxonomy. Teacher will act as facilitator to student led small groups incorporating cooperative groups.         | Administration<br>Reading Coach<br>Grade Level Reading Teacher                      | Classroom Walkthrough<br>Weekly Team Meetings sharing best practices.<br>Student Journaling and peer observations.<br>Student/Teacher conferences. | iObservations<br>STAR/AR Assessments<br>Student and Teacher made Rubrics.<br>FCAT Explorer<br>FCAT FOCUS<br>Monthly Student AR Goals<br>Benchmark Assessments                                |
| 3 | Student lack of stamina in reading longer passages.   | Incorporate better use of center based activities to incorporate longer, fact based reading passages. Incorporate cooperative groups, daily/weekly practice, Buzz About It | Administration<br>Reading Coach and Grade Level Team Leaders                        | Weekly Team Meetings sharing best practices.<br>Student Journaling and peer observations.<br>Student/Teacher conferences.                          | iObservations<br>STAR/AR Assessments<br>Student and Teacher made Rubrics.<br>Benchmark Assessments   |



|  |                                     |  |                          |
|--|-------------------------------------|--|--------------------------|
|  | program and interest level reading. |  | Monthly Student AR Goals |
|--|-------------------------------------|--|--------------------------|

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.<br><br>Reading Goal #5E: | During the 2011-2012 school year Coconut Palm Elementary made their AMO target for Reading overall. Coconut Palm did meet their AMO target for our ED population of satisfactory progress in reading for the 2011-2012 year. Our ED population scored 59% meeting satisfactory scoring in Reading which was above our AMO target of 57%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 41.1% (92/224)  | 39% (87)   |

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 as well as lack of prior knowledge. | Students will receive differentiated instruction and use FCAT Test Maker to practice Reading strands. Students will also utilize individualized programs such as Riverdeep, STAR Reading and FCAT Explorer programs. | Administration and Reading Teacher                                    | Teacher/Administrator Quarterly Data Chats<br><br>Feedback from Grade-Level monthly Classroom Walk-throughs                               | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, benchmark scores teacher observation, lesson plans, classroom walkthroughs, and automated individualized assessments |
| 2 | Student lack of stamina in reading longer passages.  | Incorporate better use of center based activities to incorporate longer, fact based reading passages. Incorporate cooperative groups, daily/weekly practice, Buzz About It program and interest level reading.       | Administration Reading Coach and Grade Level Team Leaders             | Weekly Team Meetings sharing best practices. Student Journaling and peer observations. Student/Teacher conferences.                       | iObservations STAR/AR Assessments Student and Teacher made Rubrics. Benchmark Assessments Monthly Student AR Goals  |
| 3 | Lack of exposure to test question complexity.  | Utilize higher order questioning techniques such as Blooms Taxonomy. Teacher will act as facilitator to student led small groups incorporating cooperative groups.   | Administration Reading Coach Grade Level Reading Teacher              | Classroom Walkthrough Weekly Team Meetings sharing best practices. Student Journaling and peer observations. Student/Teacher conferences. | iObservations STAR/AR Assessments Student and Teacher made Rubrics. FCAT Explorer FCAT FOCUS Monthly Student AR Goals Benchmark Assessments   |
| 4 | 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 FCAT FOCUS STAR/AR Assessments  |
| 5 | Students lack exposure to the question stems and distractors used on the FCAT Reading                      | Question stems and distractors will be incorporated into daily lesson plans and taught   | Administration Support Team Reading Coach Grade level Reading         | Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best  | iObservations STAR/AR Assessments FCAT Explorer   |

|            |                                       |         |           |                                  |
|------------|---------------------------------------|---------|-----------|----------------------------------|
| Assessment | to students through teacher modeling. | Teacher | practices | FCAT FOCUS Benchmark 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       |
|---|---------------------|----------------------------------|---|--|--|---|
| FAIR Testing                                | K-5                 | County Facilitator               | 1 teacher from each grade level received this professional development, they returned to school to train the remainder of their grade level, making it school wide. | Preplanning week through September.  | Testing will occur 3 times a year / monitored through BASIS. | Classroom Teacher, Reading Coach and Administration |
| Tech Tuesday/Ongoing Technology Instruction | K-5                 | Technology Special Teacher       | School-wide professional development in technology across all grade levels in all subject areas.  | Monthly, one Tuesday a month from 2-3PM.                                       | Data Chats, Grade Level Meetings/ monitored through BASIS    | Classroom Teacher, Reading Coach and Administration |
| Common Core / 21st Century Skills           | K-5                 | Reading PLC Leader               | Reading PLC   | Monthly, Second Tuesday of every month from 2-3PM                              | Data Chats, Grade Level Meeting/ Monitored through BASIS     | Classroom Teacher, Reading Coach and Administration |
| Marzano                                     | K-5                 | Administration / Designee        | School- wide  | Quarterly on Employee Planning Days  | Data Chats, Grade Level Meeting/ Monitored through BASIS     | Administration                                      |

#### Reading Budget:

| Evidence-based Program(s)/Material(s) |  |                      |                         |
|---------------------------------------|--|----------------------|-------------------------|
| Strategy                              | Description of Resources                         | Funding Source       | Available Amount        |
| Pull-out, push-in                     | FCAT Math and Reading Morning and Afternoon Camp | Accountability Funds | \$2,200.00              |
|                                       |  |                      | Subtotal: \$2,200.00    |
| Technology                            |  |                      |                         |
| Strategy                              | Description of Resources                         | Funding Source       | Available Amount        |
| Small Group reading comprehension     | Accelerated Reader STAR/AR Previous Year         | Accountability Funds | \$5,400.00              |
|                                       |  |                      | Subtotal: \$5,400.00    |
| 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: \$7,600.00 |

## 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.<br>CELLA Goal #1:   |  | At Coconut Palm Elementary over the past 3 years we have had a proficiency rate in listening and speaking on the CELLA of an average of 40% proficient. Through the use of differentiated instruction, ESOL interventions and small group support, we have been able to work on increasing the number of students scoring proficient. Currently 55% of ESOL students are scoring Proficient in Listening and speaking. We have also had an increase of ESOL students to our school over the past 3 years of an average of 6% increase each year, showing a need for increased interventions and increased support in our school. 2011 is the first year Coconut Palm Elementary qualified for ESOL Title III funding for and ESOL Paraprofessional. |   |  |  |
| 2012 Current Percent of Students Proficient in listening/speaking:  |  |   |   |  |  |
| 55% (95/171)  |  |   |   |  |  |
| 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 as well as lack of prior knowledge. | Students will receive differentiated instruction and use FCAT intervention material to practice Reading strands. Students will also utilize individualized programs such as Riverdeep, STAR Reading and FCAT Explorer programs.   | Administration, ESOL Coordinator and Classroom Teacher  | Teacher/Administrator Quarterly Data Chats Feedback from Grade-Level monthly Classroom Walk-throughs | Weekly comprehension assessments, FAIR assessments, STAR assessments, IRI, DAR, Rigby, benchmark scores, teacher observation, lesson plans, classroom walkthroughs, and automated individualized assessments |
| 2   | Lack of fluency and comprehension.   | Utilize support staff ESOL Paraprofessional support groups and specials teachers to meet with ESOL students in small group 3 times a week for 20 minutes.   | Administration, ESOL Coordinator, and Classroom Teacher | Administration Data chats and BASIS  | Teacher made assessments, FAIR assessments, DAR, STAR, IRI, reading series' unit and chapter assessments, mini-BATS, BATS, Rigby   |
| 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.   | Administration ESOL Coordinator and Classroom Teacher   | Teacher/Administrator Quarterly Data Chats Feedback from Grade-Level monthly Classroom Walk-throughs | Weekly comprehension assessments, STAR assessments, IRI, DAR, 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.<br>CELLA Goal #2: | At Coconut Palm Elementary we have had a proficiency rate in reading on the CELLA of 34% proficient. Through the use of differentiated instruction, ESOL interventions and small group support, we have been able to work on increasing the number of students scoring proficient. We have also had an increase of ESOL students to our school over the past 3 years of an average of 6% increase each year, showing a need for increased interventions and increased support in our school. 2011 is the first year Coconut Palm Elementary qualified for ESOL Title III funding for and ESOL Paraprofessional. |
|--|---|

2012 Current Percent of Students Proficient in reading:

|              |
|--------------|
| 34% (58/171) |
|--------------|

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 as well as lack of prior knowledge. | Students will receive differentiated instruction and use FCAT intervention material to practice Reading strands. Students will also utilize individualized programs such as Riverdeep, STAR Reading and FCAT Explorer programs. | Administration, ESOL Coordinator and Classroom Teacher  | Teacher/Administrator Quarterly Data Chats Feedback from Grade-Level monthly Classroom Walk-throughs | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, benchmark scores, teacher observation, lesson plans, classroom walkthroughs, and automated individualized assessments |
| 2 | Lack of fluency and comprehension.   | Utilize support staff ESOL Paraprofessional support groups and specials teachers to meet with ESOL students in small group 3 times a week for 20 minutes.   | Administration, ESOL Coordinator, and Classroom Teacher | Administration Data chats and BASIS  | Teacher made assessments, DAR, STAR, IRI, reading series' unit and chapter assessments, mini-BATS, BATS, Rigby   |
| 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.   | Administration, ESOL Coordinator, and Classroom Teacher | Teacher/Administrator Quarterly Data Chats Feedback from Grade-Level monthly Classroom Walk-throughs | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs  |
|   | Student difficulty with transition to English speaking classrooms.   | Students will receive ESOL interventions such as picture clues, Radius Machines, Tumblebooks, Books on  | Administration, ESOL Coordinator, Classroom Teacher.    | Teacher/Administrator Quarterly Data Chats Feedback from Grade-Level monthly Classroom Walk-         | Weekly comprehension assessments, STAR assessments, IRI,   |

|   |  |  |  |          |   |
|---|--|--|--|----------|---|
| 4 |  | tape, as well as read stories about their native history to better help keep student interest and understanding. |  | throughs | DAR, Rigby, Benchmark scores<br>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.<br>CELLA Goal #3: | At Coconut Palm Elementary we have a proficiency rate in writing on the CELLA of an average of 21% proficient. Through the use of differentiated instruction, ESOL interventions and small group support, we have been able to work on increasing the number of students scoring proficient. We have also had an increase of ESOL students to our school over the past 3 years of an average of 6% increase each year, showing a need for increased interventions and increased support in our school. 2011 is the first year Coconut Palm Elementary qualified for ESOL Title III funding for and ESOL Paraprofessional. |
|--|---|

2012 Current Percent of Students Proficient in writing:

21% (36/171)

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 as well as lack of prior knowledge. | Students will receive differentiated instruction and use FCAT intervention material to practice Reading strands. Students will also utilize individualized programs such as Riverdeep, STAR Reading and FCAT Explorer programs. | Administration, ESOL Coordinator and Classroom Teacher  | Teacher/Administrator Quarterly Data Chats Feedback from Grade-Level monthly Classroom Walk-throughs              | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, benchmark scores, teacher observation, lesson plans, classroom walkthroughs, and automated individualized assessments |
| 2 | Student difficulty with transition to English speaking classrooms.   | Students will receive ESOL interventions such as picture clues, Radius Machines, Tumblebooks, Books on tape, as well as read stories about their native history to better help keep student interest and understanding.         | Administration, ESOL Coordinator, Classroom Teacher.    | Teacher/Administrator Quarterly Data Chats Feedback from Grade-Level monthly Classroom Walk-throughs              | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, Benchmark scores Teacher observation, lesson plans, and classroom walkthroughs  |
| 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.   | Administration, ESOL Coordinator, and Classroom Teacher | Teacher/Administrator Quarterly Data Chats Feedback from Grade-Level monthly Classroom Walk-throughs walkthroughs | Weekly comprehension assessments, STAR assessments, IRI, DAR, Rigby, Benchmark scores Teacher observation, lesson plans, and   |

## 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 |

# 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.<br><br>Mathematics Goal #1a: | At Coconut Palm, 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: |
|------------------------------------|-------------------------------------|

|               |           |
|---------------|-----------|
| 33% (133/429) | 45% (193) |
|---------------|-----------|

## 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 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 Grade Level Math Teacher | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices  | PLC Benchmark Assessments FCAT Explorer FCAT FOCUS Chapter Assessments   |
| 2 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment            | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration Support Team Grade level Math Teacher | Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best practices                     | iObservations Chapter Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |
| 3 | Students lack academic goal setting skills.   | Teacher/Student conferencing to review individual assessment data and establish goals and expectations for quarterly math report card grades.  | Administration Grade Level Math Teacher              | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices  | iObservations Chapter Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |
| 4 | 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 real life problems. | Administration Support Team Grade Level teachers     | Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices | iObservations Weekly assessments Teacher and student made rubrics FCAT Explorer FCAT FOCUS Benchmark Assessments |
| 5 | 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 from Test specification material. In addition, students will participate in a free tutorial camp.  | Administration, Team Leaders                         | Quarterly Teacher/Administrator Data Chats<br><br>Monthly Grade level Classroom Walkthrough with Feedback      | Chapter Assessments, Mini Assessments, Benchmark Assessments, Think Central, Destination Success                 |

|   |  |  |   |   |   |
|---|--|--|---|---|---|
| 6 | 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 Program. | Administration, Team Leaders                        | Quarterly Teacher/Administrator Data Chats<br><br>Monthly Grade level Classroom Walkthrough with Feedback | Chapter Assessments, Mini Assessments, Benchmark Assessments, Think Central, Destination Success<br>FCAT Explorer<br>FCAT FOCUS |
| 7 | Students need to enhance standardized test taking skills.  | Students will complete a minimum of one math application word problem as part of the daily opener activity. Students will also use FCAT FOCUS and Math Wiki. In addition, students will participate in a free tutorial camp.                     | Administration, Team Leaders                        | Quarterly Teacher/Administrator Data Chats<br><br>Monthly Grade level Classroom Walkthrough with Feedback | Chapter Assessments, Mini Assessments, Benchmark Assessments, Think Central, Destination Success                                |
| 8 | 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 and Classroom Teachers | Quarterly Teacher/Administrator Data Chats<br><br>Monthly Grade level Classroom Walkthrough with Feedback | Chapter Assessments, Mini Assessments, Benchmark Assessments, Think Central, Destination Success<br>FCAT Explorer<br>FCAT FOCUS |

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:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1b: | Utilizing the Response to Intervention team along with additional push in for student support, our school expects student achievement to increase. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| NA   | NA   |

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 | Ability to retain and apply new, grade appropriate, vocabulary words. | Students will utilize grade appropriate student made vocabulary maps, interactive word walls, vocabulary | Administration, Math Teacher                  | Monthly Classroom walkthroughs focusing on board configuration and grade appropriate vocabulary usage. Results shared at team leader meetings and feedback given at grade level meetings. Teachers will evaluate student progress and alter small groups accordingly based on feedback. | Weekly Vocabulary notes, Chapter assessments<br>FCAT Explorer,<br>FCAT FOCUS |

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.<br>Mathematics Goal #2a: | At Coconut Palm, we enrich math concepts by incorporating the use of various technology programs, curriculum acceleration and family math night in an effort to foster holistic learning. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 31.5% (135/429)   | 45%(193)  |

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 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 real life problems. | Administration Support Team Grade Level teachers               | Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices | iObservations Weekly assessments Teacher and student made rubrics FCAT Explorer FCAT FOCUS Benchmark Assessments |
| 2 | Students lack academic goal setting skills.   | Teacher/Student conferencing to review individual assessment data and establish goals and expectations for quarterly math report card grades.  | Administration Grade Level Math Teacher                        | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices  | iObservations Chapter Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |
| 3 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment          | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration Support Team Grade level Math Teacher practices | Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best                               | iObservations Chapter Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |
| 4 | 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 Grade Level Math Teacher           | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices  | PLC Benchmark Assessments FCAT Explorer FCAT FOCUS Chapter Assessments   |
| 5 | 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                                   | Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback                                  | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success                                |
| 6 | Students need expanded exposure to appropriate vocabulary and test question specifications.               | Students will receive instruction aligned with test item specifications.   | Administration, Team Leaders                                   | Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback                                  | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success                                |
|   | Level 4 and 5 students Overanalyze word problems and need to  | Students will use appropriate 5 step problem solving process   | Administration   | Quarterly Data Chats, Monthly Grade level Classroom Walkthrough  | Chapter Assessments, Mini Assessments,   |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
| 7 | work at an accelerated pace.   | and follow the Go Math PEP Instructional Focus Calendar   |   | with Feedback   | Benchmark Assessments, Destination Success, Project Based Rubrics   |
| 8 | 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 and Classroom Teachers | Quarterly Teacher/Administrator Data Chats<br><br>Monthly Grade level Classroom Walkthrough with Feedback | Chapter Assessments, Mini Assessments, Benchmark Assessments, Think Central, Destination Success FCAT Explorer FCAT FOCUS |

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:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: | Utilizing the Response to Intervention team along with additional push in for student support, our school expects student achievement to increase. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 100% (1/1)   | 100% (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 | Ability to retain and apply new, grade appropriate, vocabulary words. | Students will utilize grade appropriate student made vocabulary maps, interactive word walls, vocabulary | Administration, Math Teacher                  | Monthly Classroom walkthroughs focusing on board configuration and grade appropriate vocabulary usage. Results shared at team leader meetings and feedback given at grade level meetings. Teachers will evaluate student progress and alter small groups accordingly based on feedback. | Weekly Vocabulary notes, Chapter assessments FCAT Explorer, FCAT FOCUS |

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.<br><br>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:   |
| 67.5% (191.1/283)   | 71% (201)   |

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 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 Grade Level Math Teacher           | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices  | PLC Benchmark Assessments FCAT Explorer FCAT FOCUS Chapter Assessments   |
| 2 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment          | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration Support Team Grade level Math Teacher practices | Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best                               | iObservations Chapter Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |
| 3 | Students lack academic goal setting skills.   | Teacher/Student conferencing to review individual assessment data and establish goals and expectations for quarterly math report card grades.  | Administration Grade Level Math Teacher                        | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices  | iObservations Chapter Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |
| 4 | 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 real life problems. | Administration Support Team Grade Level teachers               | Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices | iObservations Weekly assessments Teacher and student made rubrics FCAT Explorer FCAT FOCUS Benchmark Assessments |
| 5 | Delivering meaningful instruction to meet the needs of various learning styles and abilities.             | Students will receive differentiated instruction in appropriately formed small group environment. Students will also receive instructional strategies on mathematics practice strands using higher order thinking on the computer with Riverdeep, Math Wiki, and FCAT Explorer Program.                              | Administration, Team Leaders                                   | Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback                                  | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success                                |
| 6 | Students need to enhance standardized test taking skills.   | Students will complete a minimum of one math application word problem as part of the daily opener activity. Students will also use FCAT FOCUS to complete math strands through individualized practice. In addition, students will participate in a free tutorial camp.  | Administration, Team Leaders                                   | Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback                                  | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success                                |
| 7 | Students lack mastery of foundation level skills.   | NGSSS implementation will allow learners to gain mastery of concepts.  | Administration and Support Team                                | Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback                                  | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success                                |
|   | Students will need to bridge the gap in learning when changing over to                                    | Students will use the Math Wiki and real life problems solving skills to   | Administration, Team Leaders and Classroom                     | Quarterly Teacher/Administrator  | Chapter Assessments, Mini Assessments,   |

|   |   |                                    |          |   |  |
|---|---|------------------------------------|----------|---|--|
| 8 | Common Core Standards to make learning more rigorous. | solve everyday problems with math. | Teachers | Data Chats<br>Monthly Grade level Classroom Walkthrough with Feedback | Benchmark Assessments, Think Central, Destination Success FCAT Explorer FCAT FOCUS |
|---|---|------------------------------------|----------|---|--|

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:<br>Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal # 3b: |                                     |
| 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:

|  |  |
|--|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br><br>Mathematics Goal # 4: | In order to increase the number of students making learning gains in math, teachers provide intensive interventions, pull-out 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:  |
| 62.8% (45.2/72)  | 75% (54)   |

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 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 real life problems. | Administration Support Team Grade Level teachers | Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices | iObservations Weekly assessments Teacher and student made rubrics FCAT Explorer FCAT FOCUS Benchmark Assessments |

|   |   |   |  |   |  |
|---|---|---|--|---|--|
| 2 | Students lack academic goal setting skills.   | Teacher/Student conferencing to review individual assessment data and establish goals and expectations for quarterly math report card grades.   | Administration<br>Grade Level Math Teacher                 | Teacher/Administrator Data Chats<br>Classroom Walkthrough<br>Weekly Grade level team meeting sharing best practices | iObservations<br>Chapter Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>Benchmark Assessments                   |
| 3 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment            | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.  | Administration<br>Support Team<br>Grade level Math Teacher | Walkthroughs<br>Teacher/Administrator Data Chats, Weekly team meetings sharing best practices                       | iObservations<br>Chapter Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>Benchmark Assessments                   |
| 4 | 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<br>Support Team<br>Grade Level Math Teacher | Teacher/Administrator Data Chats<br>Classroom Walkthrough<br>Weekly Grade level team meeting sharing best practices | PLC<br>Benchmark Assessments<br>FCAT Explorer<br>FCAT FOCUS<br>Chapter Assessments                             |
| 5 | Students need exposure to the vocabulary, question stems, and distractors used on the FCAT Math Assessment. | Vocabulary used in the test item specifications will be taught to students.   | Administration,<br>Support Team                            | Quarterly Data Chats,<br>Monthly Grade level Classroom Walkthrough with Feedback                                    | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success                              |
| 6 | 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,<br>Support Team                            | Quarterly Data Chats,<br>Monthly Grade level Classroom Walkthrough with Feedback                                    | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success, FCAT Explorer<br>FCAT FOCUS |
| 7 | 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,<br>Support Team                            | Quarterly Data Chats,<br>Monthly Grade level Classroom Walkthrough with Feedback                                    | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success, FCAT Explorer<br>FCAT FOCUS |
| 8 | Delivering meaningful instruction to meet the needs of various learning styles and abilities.               | Students will receive differentiated instruction based on student need (s).   | Administration,<br>Team Leaders                            | Quarterly Data Chats,<br>Monthly Grade level Classroom Walkthrough with Feedback                                    | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success, FCAT Explorer<br>FCAT FOCUS |

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 #   |           |           |           |           |           |
|  | By June 2017 Coconut Palm Elementary will reduce our achievement gap by 50%. 65% of students scored proficiency or above in Math on their 2011-2012 Reading FCAT, thus missing their AMO target for that school year by 2%. They |           |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |

|  |     |     |     |    |     |  |
|--|-----|-----|-----|----|-----|--|
|  | 65% | 70% | 73% | 76 | 79% |  |
|--|-----|-----|-----|----|-----|--|

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.<br><br>Mathematics Goal #5B: | During the 2011-2012 school year Coconut Palm Elementary made their AMO target for the Asian, White, ELL, and Students with Disabilities Subgroups in Math. Coconut Palm did not meet their AMO targets for Black, Hispanic and Economically Disadvantaged subgroups for the 2011-2012 Math FCAT. All subgroups will remain targeted for improvement in correlation with AMO targets for the next 6 years. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| American Indian: N/A<br>White: 21.7% (10/46)<br>Black: 45% (77/141)<br>Hispanic: 32% (53/162)<br>Asian: 13.8% (4/29)  | American Indian: N/A<br>White: .10% (5)<br>Black: 35% (50)<br>Hispanic: 25% (41)<br>Asian: 5% (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 | Delivering meaningful instruction to meet the needs of various learning styles and abilities.                                | Instructional Focus Calendar and 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 Program. | Administration, Support Team                        | Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback                      | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success, FCAT Explorer FCAT FOCUS               |
| 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 from item test specifications during daily instruction.   | Administration, Team Leaders                        | Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback                      | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success, FCAT Explorer FCAT FOCUS               |
| 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 and Classroom Teachers | Quarterly Teacher/Administrator Data Chats Monthly Grade level Classroom Walkthrough with Feedback | Chapter Assessments, Mini Assessments, Benchmark Assessments, Think Central, Destination Success FCAT Explorer FCAT FOCUS |

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.<br><br>Mathematics Goal #5C: | During the 2011-2012 school year Coconut Palm Elementary made their AMO target for the Asian, White, ELL, and Students with Disabilities Subgroups in Math. Coconut Palm did not meet their AMO targets for Black, Hispanic and Economically Disadvantaged subgroups for the 2011-2012 Math FCAT. All subgroups will remain targeted for improvement in correlation with AMO targets for the next 6 years. |
|---|--|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 56.5% (13/23)                      | 45% (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 lack exposure to the question stems and distractors used on the FCAT Reading Assessment | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration Support Team<br>Grade level Math Teacher | Walkthroughs<br>Teacher/Administrator Data Chats, Weekly team meetings sharing best practices  | iObservations<br>STAR/AR Assessments<br>FCAT Explorer<br>FCAT FOCUS Benchmark Assessments |
| 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<br>Grade Level Math Teacher | Teacher/Administrator Data Chats<br>Classroom Walkthrough<br>Weekly Grade level team meeting sharing best practices<br>FCAT FOCUS<br>FCAT Explorer | PLC<br>Benchmark Assessments<br>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 subgroup:

|  |  |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | During the 2011-2012 school year Coconut Palm Elementary made their AMO target for the Asian, White, ELL, and Students with Disabilities Subgroups in Math. Coconut Palm did not meet their AMO targets for Black, Hispanic and Economically Disadvantaged subgroups for the 2011-2012 Math FCAT. All subgroups will remain targeted for improvement in correlation with AMO targets for the next 6 years. |
|--|--|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 63.9% (23/36)                      | 50% (18)                            |

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 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<br>Grade Level Math Teacher | Teacher/Administrator Data Chats<br>Classroom Walkthrough<br>Weekly Grade level team meeting sharing best practices<br>STAR/AR Assessments | PLC<br>Benchmark Assessments<br>FCAT Explorer<br>FCAT FOCUS                               |
| 2 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration Support Team<br>Grade level Math Teacher | Walkthroughs<br>Teacher/Administrator Data Chats, Weekly team meetings sharing best practices  | iObservations<br>Chapter Assessments<br>FCAT Explorer<br>FCAT FOCUS Benchmark Assessments |
|   | Lack of exposure to test question complexity.  | Utilize higher order questioning techniques.<br>Teacher will act as  | Administration Support team<br>Grade Level Math         | Classroom Walkthrough<br>Weekly Team Meetings sharing best practices.  | iObservations<br>STAR/AR Assessments  |



|   |  |   |         |                              |   |
|---|--|---|---------|------------------------------|---|
| 3 |  | facilitator to student led small groups incorporating cooperative groups. | Teacher | Student/Teacher conferences. | Student and Teacher made Rubrics.<br>FCAT Explorer<br>FCAT FOCUS<br>Benchmark 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 subgroup:

|   |  |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5E: | During the 2011-2012 school year Coconut Palm Elementary made their AMO target for the Asian, White, ELL, and Students with Disabilities Subgroups in Math. Coconut Palm did not meet their AMO targets for Black, Hispanic and Economically Disadvantaged subgroups for the 2011-2012 Math FCAT. All subgroups will remain targeted for improvement in correlation with AMO targets for the next 6 years. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 43.3% (97/224)  | 33% (74)   |

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 from test specifications during daily instruction.   | Administration, Support Team                         | Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback                                 | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success, FCAT Explorer FCAT FOCUS |
| 2 | Students lack mastery of foundation level skills.   | Instructional Focus Calendar and NGSSS implementation will allow learners to gain mastery of concepts. Students will complete a minimum of one math application word problem as part of the daily opener activity. | Administration, Support Team                         | Quarterly Data Chats, Monthly Grade level Classroom Walkthrough with Feedback                                 | Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success, FCAT Explorer FCAT FOCUS |
| 3 | 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 Grade Level Math Teacher | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices | PLC Benchmark Assessments FCAT Explorer FCAT FOCUS Chapter Assessments                                      |
| 4 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment            | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration Support Team Grade level Math Teacher | Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best practices                    | iObservations FCAT Explorer FCAT FOCUS Benchmark Assessments  |
| 5 | Lack of exposure to test question complexity.   | Utilize higher order questioning techniques. Teacher will act as facilitator to student led small groups incorporating cooperative groups.   | Administration Support Team Grade Level Math Teacher | Classroom Walkthrough Weekly Team Meetings sharing best practices. Student/Teacher conferences.               | iObservations Chapter Assessments Student and Teacher made Rubrics. FCAT Explorer FCAT FOCUS Benchmark      |



### 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       |
|--|---------------------|----------------------------------|--|--|--|---|
| Tech Tuesday/ Ongoing Technology Instruction | K-5                 | Technology Special Teacher       | School-wide professional development in technology across all grade levels in all subject areas. | Monthly, one Tuesday a month from 2-3PM.                                       | Data Chats, Grade Level Meetings/monitored through BASIS | Classroom Teacher, Reading Coach and Administration |
| Common Core / 21st Century Skills            | K-5                 | Math PLC Leader Reading          | Math PLC   | Monthly, Second Tuesday of every month from 2-3PM                              | Data Chats, Grade Level Meeting/ Monitored through BASIS | Classroom Teacher, Reading Coach and Administration |
| Marzano                                      | K-5                 | Administration / Designee        | School- wide   | School- wide Quarterly on Employee Planning Days                               | Data Chats, Grade Level Meeting/ Monitored through BASIS | Administration                                      |

### Mathematics Budget:

| Evidence-based Program(s)/Material(s) |  |                      |                         |
|---------------------------------------|--|----------------------|-------------------------|
| Strategy                              | Description of Resources                         | Funding Source       | Available Amount        |
| Pull-out, push-in                     | FCAT Math and Reading Morning and Afternoon Camp | Accountability Funds | \$2,200.00              |
|                                       |  |                      | Subtotal: \$2,200.00    |
| 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: \$2,200.00 |

## 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.<br>Science Goal #1a: | At Coconut Palm, 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:   |
| 40.7% (55/135)  | 50% (68)  |

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 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 Grade Level Math Teacher                  | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices  | PLC Benchmark Assessments FCAT Explorer FCAT FOCUS Chapter Assessments   |
| 2 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment          | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration Support Team Grade level Math Teacher                  | Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best practices                     | iObservations Chapter Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |
| 3 | Students lack academic goal setting skills.   | Teacher/Student conferencing to review individual assessment data and establish goals and expectations for quarterly math report card grades.  | Administration Grade Level Math Teacher                               | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices  | iObservations Chapter Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |
| 4 | 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 real life problems. | Administration Support Team Grade Level teachers                      | Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices | iObservations Weekly assessments Teacher and student made rubrics FCAT Explorer FCAT FOCUS Benchmark Assessments |
| 5 | Adoption of new science curriculum materials.   | Professional development for teachers for effectively implementing the new science curriculum materials.   | Administration, Team Leaders, Science Professional Learning Community | Professional Learning Community Meeting Minutes<br>Grade Level Classroom Walk-Throughs with Feedback           | Professional Development Follow Up, Benchmark Assessments FCAT Explorer FCAT FOCUS                               |
| 6 | 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               | Annual Science Fair Projects   | Science Fair Project Rubric, Benchmark Assessments FCAT Explorer FCAT FOCUS                                      |

|   |  |   |                              |  |   |
|---|--|---|------------------------------|--|---|
|   |  | (required in intermediate grades; optional in primary grades).                                  |                              |  |   |
| 7 | 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,<br><br>Grade Level Classroom Walk-Throughs with Feedback | Science Fusion Assessments, Mini Assessments, Benchmark Assessments, Student Work Products<br>FCAT Explorer<br>FCAT FOCUS |
| 8 | Students lack exposure to the vocabulary used on the science test item specifications. | Vocabulary and question set up used in the test item specifications will be taught to students. | Administration, Team Leaders | Quarterly Grade Level Data Chats,<br><br>Grade Level Classroom Walk-Throughs with Feedback | Science Fusion Assessments, Mini Assessments, Benchmark Assessments, Student Work Products<br>FCAT Explorer<br>FCAT FOCUS |

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:<br>Students scoring at Levels 4, 5, and 6 in science.<br><br>Science Goal #1b: | NA                                  |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
| NA   | NA                                  |

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.<br><br>Science Goal #2a: | At Coconut Palm, we enrich science concepts by incorporating the use of various technology programs, curriculum acceleration and individual science experiments for the science fair. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 8.1% (11/135)   | 18% (24)  |

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 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 real life problems. | Administration Support Team Grade Level teachers                      | Teacher/Administrator Data Chats. Classroom Walkthrough Weekly grade level team meeting sharing best practices | iObservations Weekly assessments Teacher and student made rubrics FCAT Explorer FCAT FOCUS Benchmark Assessments |
| 2 | Students lack academic goal setting skills.   | Teacher/Student conferencing to review individual assessment data and establish goals and expectations for quarterly math report card grades.  | Administration Grade Level Math Teacher                               | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices  | iObservations Chapter Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |
| 3 | Students lack exposure to the question stems and distractors used on the FCAT Reading Assessment          | Question stems and distractors will be incorporated into daily lesson plans and taught to students through teacher modeling.   | Administration Support Team Grade level Math Teacher practices        | Walkthroughs Teacher/Administrator Data Chats, Weekly team meetings sharing best                               | iObservations Chapter Assessments FCAT Explorer FCAT FOCUS Benchmark Assessments                                 |
| 4 | 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 Grade Level Math Teacher                  | Teacher/Administrator Data Chats Classroom Walkthrough Weekly Grade level team meeting sharing best practices  | PLC Benchmark Assessments FCAT Explorer FCAT FOCUS Chapter Assessments   |
| 5 | Lack of time to prepare additional hand-on science experiments.   | Science experiments will be included in morning announcements in order to expose students in grades K-5 to various experiments.  | Administration, Team Leaders, Science Professional Learning Community | Professional Learning Community Meeting Minutes<br>Grade Level Classroom Walk-Throughs with Feedback           | Professional Learning Community Meeting Minutes<br>Grade Level Classroom Walk-Throughs with Feedback             |
| 6 | Students need hands-on experiences to better comprehend science concepts.                                 | Use of hands-on science experiences to reinforce concepts.   | Administration  | Quarterly Grade Level Data Chats<br>Grade Level Classroom Walk-Throughs with Feedback                          | Professional Learning Community Meeting Minutes<br>Grade Level Classroom Walk-Throughs with Feedback             |

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.

NA

|   |          |   |   |                 |
|---|----------|---|---|-----------------|
| Science Goal #2b:                                       |          |   |   |                 |
| 2012 Current Level of Performance:                      |          | 2013 Expected Level of Performance:           |   |                 |
| NA  |          | NA  |   |                 |
| 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                        | K-5/Science         | Science PLC                      | At least one science teacher from each grade level                 | First Tuesday of each month  | Sharing of Best practices at PLC Meetings, Data Chats, FCAT Explorer FCAT FOCUS | Administration PLC Leader                     |

Science 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 |

## 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.<br><br>Writing Goal #1a: | At Coconut Palm, we have experienced increases in our writing scores by implementing a monthly writing seminar. All fourth grade students attend this monthly seminar during the school day. The writing seminar includes sharing of best practices and guided modeling of essays with guest speakers to include the principal, reading coach and fourth grade team leader. 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: |
| 87.7% (135/154)                    | 95% (146)                           |

### 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, weekly vocabulary maps, interactive word walls, and daily embedded vocabulary instruction through various reading programs.   | Administration                                | Quarterly Data Chats                                | Teacher created assessments, observations, writing samples, and rubrics        |
| 2 | Lack of organization and structure in writing samples.   | Teach students to use writing frames to both create and dissect various writing essays within the classroom and during the writing seminars.   | Administration                                | Quarterly Data Chats                                | Writing Samples, rubrics and, teacher/peer conferencing.                       |
| 3 | Lack proper use of grammar in writing samples  | Explicitly teach students appropriate grammar usage through daily teacher modeling within the class and during the writing seminars. Show anchor papers that students can use as demonstrations of proper grammar usage. Utilize Treasures (grammar) to teach students the proper concepts of grammar. | Administration                                | Quarterly Data Chats                                | Weekly spelling tests, rubrics, teacher/peer conferencing, and writing samples |
| 4 | Lack proper use of spelling in writing samples.  | Teach students the rules of phonics and phonemic awareness through the spelling lists provided weekly in Treasures.  | Administration                                | Quarterly Data Chats                                | Weekly spelling tests, student/teacher conferences and writing samples.        |

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.<br><br>Writing 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   |          |   |   |                 |

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 will focus on SIP implementation and sharing best practices | K-5 Writing         | PLC Chair                        | Writing PLC Each grade level representation                       | First Tuesday of every month from 2-3PM  | Share best practices, SIP Barriers addressed and shared in meeting minutes Meeting Minutes | Administration PLC Chair                      |

Writing 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 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<br>Attendance Goal #1:  |  |  | The goal of our 2011-2012 school year for attendance is to increase attendance to 99%. |  |   |
| 2012 Current Attendance Rate:   |  |  | 2013 Expected Attendance Rate:   |  |   |
| 95.9% (169780/177039)   |  |  | 99% (175268)   |  |   |
| 2012 Current Number of Students with Excessive Absences (10 or more)  |  |  | 2013 Expected Number of Students with Excessive Absences (10 or more)                  |  |   |
| 31% (315)   |  |  | 27% (278)  |  |   |
| 2012 Current Number of Students with Excessive Tardies (10 or more)   |  |  | 2013 Expected Number of Students with Excessive Tardies (10 or more)                   |  |   |
| 28% (284)   |  |  | 27% (281)  |  |   |
| 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   | Repetitive tardies consistently occurring with the same students.            | Send home tardy warning letters, social worker conferences with parents.   | Administration   | Daily  | Pinnacle                                      |
| 2   | Student repetitive absences on Fridays or before long weekends and holidays. | Parent links sent home, staff phone calls home, administration conferences and social worker involvement with consistent absences. | Guidance Counselor and Administration  | Track patterns of non attendance.<br>Designate staff for daily attendance Review.<br>Compare attendance to last year student record. | Computerized attendance report from pinnacle. |

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<br>Suspension Goal #1:  | Our total number of students receiving in school suspensions were 14, while 8 students received out of school suspensions. |
| 2012 Total Number of In-School Suspensions  | 2013 Expected Number of In-School Suspensions  |
| 1.4% (14)   | .9% (9)  |
| 2012 Total Number of Students Suspended In-School   | 2013 Expected Number of Students Suspended In-School   |
| 1.00% (10)  | .8% (8)  |

|   |  |
|---|--|
| 2012 Number of Out-of-School Suspensions              | 2013 Expected Number of Out-of-School Suspensions        |
| 1.5% (15)   | .7% (7)  |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| .8% (8)   | .4% (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 | Students are not knowledgeable of the code of student conduct. | Student orientation at the beginning of the year to review the student code of conduct as well as bus safety. Infusion of instruction with the District 8 Character Traits within the classroom. | Administration and Guidance Counselor         | Classroom meeting to train staff in utilization of proper interventions in student behavior. | Behavior Rubric with monthly Administrative Walkthrough. |
| 2 | Teacher inconsistency with classroom misbehaviors.             | Review behavior management strategies with teachers (CHAMPS).  | Administration                                | Monthly classroom observations by Administration.  | Behavior Rubric  |

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                  |                     |                                  |   |   |                                   |   |

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<br><br>Parent Involvement Goal #1:<br><br><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | At Coconut Palm, 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:   |
| 88% (894)  | 90% (919)  |

### 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 knowledge in technologies used at our school. | Host a parent night, during the first quarter of the year, focusing on use and benefits of various technology programs available at our school.  | Technology PLC members, PLC leader, Administration, Support Staff | Yearly  | Surveys, and sign-in sheets |
| 2 | High volume of working parents.                       | Highly encourage students throughout the school day by providing incentives for participation in activity. We also combine several parent involvement activities on the same night in order to increase participation. | Administration  | As needed based on activities                       | Surveys, and sign-in sheets |
| 3 | Sustaining continuous communication with parents.     | Utilize parent link and website to disseminate information. In addition, packets of pertinent information will be distributed at open house.   | Administration  | As needed based on activities                       | Surveys, and sign-in sheets |
|   | Lack of understanding                                 | Offer three Parent   | Administration,   | Yearly  | Surveys, and sign           |

|   |   |  |          |  |           |
|---|---|--|----------|--|-----------|
| 4 | of school procedures, activities, and events. | Universities during the evening in which parents will be offered insite to school activities and proceedures as well as providing guest speakers from the district on bullying from prevention department. | Guidance |  | in sheets |
|---|---|--|----------|--|-----------|

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<br>STEM Goal #1: | At Coconut Palm Elementary, we will contribute to expanding the number of students who will ultimately pursue advanced degrees and careers in STEM fields by promoting student involvement in more rigorous curriculum incorporating real-life application through interdisciplinary instruction. Our goal is to increase our Science proficiency scores from 49% to 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 | 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<br>Science PLC Chair<br>Classroom Teachers             | Classroom Walkthrough<br>Monthly grade level Data Chats using student achievement data to determine the effectiveness of the strategy.<br>Teacher/Student Conferences | iObservations<br>District Science and Math Benchmark assessments.<br>FCAT Explorer<br>FCAT FOCUS  |
| 2 | Students need a more rigorous curriculum that incorporates science and math with available technology content.                                      | Students will utilize new Technology special to engage them in blended science, technology and math instruction. Students will also participate in Science Fair and Math and Science Competitions within the school. | Administration<br>Technology<br>Special Teacher<br>Science PLC Chair  | Classroom Walkthrough<br>Quarterly data chats with administration<br>Science Fair Night   | iObservations<br>Project Presentations<br>FCAT Explorer<br>FCAT FOCUS<br>Classroom Science Projects<br>District Science and Math Benchmark assessments. |
| 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 Special.  | Administration<br>Science PLC Chair<br>Science Lab<br>Special Teacher | Classroom Walkthrough<br>Teacher Observation  | iObservations<br>Project Presentations<br>FCAT Explorer<br>FCAT FOCUS<br>Classroom Science Projects<br>District Science and Math Benchmark assessments. |
| 4 | Students require hands on learning approach to enable them to better acquire content knowledge, real-life experiences, and STEM related vocabulary. | Hands on Science Delta kits will be used in all grade levels for each science content strand. Students will journal observations using inquiry based learning.   | Administration<br>Science Teacher                                     | Classroom Walkthrough<br>Hands on Science<br>Experiment Journal entries.<br>Data chats with students to determine the effectiveness of the strategy.                  | Science Project Presentations<br>District Science and Math Benchmark 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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| 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                               | Pull-out, push-in                 | FCAT Math and Reading Morning and Afternoon Camp | Accountability Funds | \$2,200.00              |
| Mathematics                           | Pull-out, push-in                 | FCAT Math and Reading Morning and Afternoon Camp | Accountability Funds | \$2,200.00              |
|                                       |                                   |  |                      | Subtotal: \$4,400.00    |
| Technology                            |                                   |  |                      |                         |
| Goal                                  | Strategy                          | Description of Resources                         | Funding Source       | Available Amount        |
| Reading                               | Small Group reading comprehension | Accelerated Reader STAR/AR Previous Year         | Accountability Funds | \$5,400.00              |
|                                       |                                   |  |                      | Subtotal: \$5,400.00    |
| 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: \$9,800.00 |

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

|                                   |                                |                                  |                             |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> 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 10/26/2012)

## 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     |
|---|------------|
| SAC funds will be used to offer before and after school FCAT camp as well as carryover SAC funds used for Accelerated Reader and STAR reading intervention programs with all Coconut Palm students. | \$9,800.00 |

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



Our SAC will be working to ensure that our SIP plan is carried through with fidelity. We will work to ensure that the parents, teachers, community and administration of our school continue to have open and accurate communication for all school information both school based and district wide. We will work to ensure that our school's personnel has the most updated professional development and materials to successfully educate our students. We will also ensure that our students will continue to receive proper instruction and interventions to help ensure success of all students and carry through the vision of Coconut Palm Elementary.

## AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

| Broward School District<br>COCONUT PALM ELEMENTARY SCHOOL<br>2010-2011 |           |           |         |         |                     |   |
|--|-----------|-----------|---------|---------|---------------------|---|
|  | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                      | 80%       | 81%       | 98%     | 50%     | 309                 | 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:<br><ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>   |
| Adequate Progress of Lowest 25% in the School?                         | 61% (YES) | 64% (YES) |         |         | 125                 | 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   |           |           |         |         | 568                 |   |
| 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<br>COCONUT PALM ELEMENTARY SCHOOL<br>2009-2010 |           |           |         |         |                     |   |
|--|-----------|-----------|---------|---------|---------------------|---|
|  | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)                      | 78%       | 81%       | 94%     | 49%     | 302                 | 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                                    | 70%       | 63%       |         |         | 133                 | 3 ways to make gains:<br><ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>   |
| Adequate Progress of Lowest 25% in the School?                         | 62% (YES) | 51% (YES) |         |         | 113                 | 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   |           |           |         |         | 548                 |   |
| Percent Tested = 100%  |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade*  |           |           |         |         | A                   | Grade based on total points, adequate progress, and % of students tested  |