

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CORAL TERRACE ELEMENTARY SCHOOL

District Name: Dade

Principal: Eva N. Ravelo

SAC Chair: Kimberly Simmons

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
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## 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	Eva N. Ravelo	Elementary Education ESOL Ed Leadership	3	9	12 '11 '10 '09 '08 '07 School Grade B A A B A A AMO N N N N N Y High Standards Rdg. 56 77 84 73 81 88 High Standards Math 51 80 80 69 81 85 Lrng Gains-Rdg. 71 61 75 66 61 78 Lrng Gains-Math 57 62 58 58 73 77 Gains-Rdg-25% 79 70 61 57 69 90 Gains-Math-25% 71 56 50 67 83
Assis Principal	Vanessa F. Padron	Bachelor of Science in Elementary Education and Master of Science in Educational Leadership	4	6	12 '11 '10 '09 '08 '07 School Grade B A A B A A AMO N N N N N Y High Standards Rdg. 56 77 84 73 81 88 High Standards Math 51 80 80 69 81 85 Lrng Gains-Rdg. 71 61 75 66 61 78 Lrng Gains-Math 57 62 58 58 73 77 Gains-Rdg-25% 79 70 61 57 69 90 Gains-Math-25% 71 56 50 67 83

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kimberly Simmons	Bachelor of Arts in Elementary Education and English Literature Masters of Science in Curriculum and Instruction Elementary Education Reading Endorsed	18	6	12 '11 '10 '09 '08 '07 School Grade B A A B A A AMO N N N N N Y High Standards Rdg. 56 77 84 73 81 88 High Standards Math 51 80 80 69 81 85 Lrng Gains-Rdg. 71 61 75 66 61 78 Lrng Gains-Math 57 62 58 58 73 77 Gains-Rdg-25% 79 70 61 57 69 90 Gains-Math-25% 71 56 50 67 83

### 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	1.Outreach to local colleges and universities	Principal	Ongoing	
2	2. Support through professional development in all subject areas	Principal	Ongoing	
3	3. Access to mentor teachers and collaboration with colleagues through learning communities	Assistant Principal	Ongoing	
4	4. Utilization of District Teacher Reserve PACs to initiate early hires in critical shortage areas	Principal	As Needed	

### 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
Out of Field 0% Non-Effective 0%	N/A

### 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
41	0.0%(0)	14.6%(6)	31.7%(13)	53.7%(22)	36.6%(15)	100.0%(41)	2.4%(1)	12.2%(5)	78.0%(32)

### 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
N/A			

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

##### Title I, Part A

Coral Terrace Elementary School faculty and staff work to ensure that students requiring remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

N/A

#### Title III

##### Title III

Coral Terrace Elementary will use District supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at Coral Terrace Elementary School focusing on Professional Learning Community (PLC) development and facilitation, as well as, Lesson Study Group implementation and protocols.

#### Title X- Homeless

##### Title X- Homeless

Title III funds will provide a Tutoring Academy for English Language Learners. Students participating in this program will have access to home-language tutorial programs after school in Reading and Mathematics. The school will also provide parent outreach opportunities in order for parents to help the academic achievement of their children in their home language.

#### Supplemental Academic Instruction (SAI)

##### Supplemental Academic Instruction (SAI)

Coral Terrace Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

## Violence Prevention Programs

### Violence Prevention Programs

The Coral Terrace Elementary school counselor will implement the Violence Prevention Education Program to minimize bullying, and teach conflict resolution skills to students school wide.

## Nutrition Programs

### Nutrition Programs

The Children's Trust has provided a full-time nurse three days a week and clinic on-site for the 2010-2011 school-year. The nurse will provide support and assistance to all students enrolled at the school, provide informational services to parents, as well as organize a school-wide "Health Fair".

- 1) Coral Terrace Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) Coral Terrace Elementary's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

## Housing Programs

N/A

## Head Start

N/A

## Adult Education

N/A

## Career and Technical Education

N/A

## Job Training

N/A

## Other

### Other Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Coral Terrace Elementary's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parents surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 04-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 04-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in Coral Terrace Elementary "homeless situations" as applicable.

### School Improvement Grant Fund/School Improvement Grant Initiative

Coral Terrace Elementary receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

**Principal:** The Principal will ensure that the school-based team implements MTSS/RtI, conducts assessments of MTSS/RtI skills of school staff, and provides a common vision for the use of data-based decision-making. The Principal will also communicate school-based MTSS/RtI strategies and activities to parents and ensure staff professional development to support MTSS/RtI implementation.

**Assistant Principal:** The assistant principal will monitor school-based MTSS/RtI implementation. The Assistant Principal will meet with the MTSS/RtI team to analyze data and target specific areas for improvement. The Assistant Principal will ensure that "at-risk" students are identified and appropriate intervention strategies are utilized with fidelity.

**Grade Level Chairpersons:** Grade Level Chairpersons will serve as liaisons in the delivery of instruction/interventions to Tier 1 students, collaborate with other staff to implement Tier 2 interventions, and incorporate Tier 1 instruction with Tier 2/3 activities. They will participate in the analysis of data and ensure the implementation of differentiated instruction to meet the individual needs of the students.

**Exceptional Student Education Teachers:** Participate in data collection and identification of specific strategies targeting areas in need of improvement, integrating core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers to meet the academic needs of the students.

**Reading Coach:** The Reading Coach will assist in the design, implementation, and analysis of data collection for progress monitoring. The Reading Coach will identify student needs and work with district personnel to provide appropriate, evidence-based interventions. The Reading Coach will assist with whole school screening programs to provide timely and consistent interventions to children considered to be "at risk". Designs and provides professional development as well as support for assessment and implementation monitoring.

**School Psychologist:** Our school psychologist provides support for intervention fidelity and documentation. Participates in the interpretation, collection and analysis of data. Participates in program evaluation and data-based decision making activities.

**School Counselor:** Our school counselor is involved with the identification and referral of "at risk" students and provides expertise on issues ranging from program design to assessment and intervention with individual students.

**School Social Worker:** Our school social worker provides interventions as well as links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success

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 Leadership Team will collaborate on a monthly basis and use progress monitoring of state benchmarks to facilitate data-driven instruction. The team will assess which students are meeting benchmarks and pinpoint those that need evidence-based interventions. The team will problem solve, share "best practices", evaluate implementation, and make team-based decisions on the best methods to improve instruction and impact student achievement.

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 MTSS/RtI team will meet with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan. The team helps set clear expectations for instruction and implementation of Florida's Continuous Improvement Model and facilitated the development of a systematic approach to teaching.

### 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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources

- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT

Edusoft Reports

CELLA Reports

- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/Expulsions
- Referrals for student behavior, staff behavior, and administrative context

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small data disaggregation sessions will occur throughout the year. Through our Ready Schools Miami initiative we will conduct Professional Learning Communities that provide evidenced-based strategies as a response to intervention. Meetings will take place bi-monthly beginning in September. Teachers have also been informed of and encouraged to participate in RtI courses currently being offered through the District and online through the University of Florida.

Describe the plan to support MTSS.

The MTSS Team will meet monthly in order to review student progress and opportunities for growth. Data from these meetings will be disseminated among teachers and support staff members to help guide instruction, target interventions, and monitor student achievement. Ongoing data-driven professional development activities that align to core student goals and staff needs will continue throughout the school year.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team will consists of the following personnel: Eva Ravelo, Principal; Vanessa Faraldo-Padron, Assistant Principal; Deborah Feria-Vollmer, Fourth Grade teacher; Denise Prusner, Counselor; and Elizabeth Garcia, Gifted Chairpersons; Kimberly Simmons, Reading Coach; Sid Goldberg, Media Specialist; Miriam Curcio, ESE Teacher; Yvonne Esquenazi, ESOL Teacher.

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

The LLT team will meet quarterly with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan. The team will help set clear expectations for instruction and implementation of the District's K-12 Reading Plan, including the development of a systematic approach to teaching reading within and across grade levels.

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

The major initiatives of the LLT will include monthly team articulation to decrease learning gaps and monitor adequately yearly progress, closer monitoring of Differentiated Instructional routines, and increasing the fidelity of the Voyager and SuccessMaker Intervention Program.

### \*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.

Title I Administration assists Coral Terrace Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Coral Terrace Elementary School will assess all Kindergarten students upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed with teacher-made informal tests within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Teacher-made informal assessments are also used to assess emotional and social readiness.

Screening data will be collected and aggregated by September 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten, as well as, receive information relative to the matriculation of students at the school.

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The Results of the 2012 FCAT 2.0 Reading assessment indicate that 29% of students achieved proficiency (Level 3)  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 4 percentage points to 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (83)	33% (94)

#### 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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the skills to locate, interpret, and organize information.	Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information using Reciprocal Teaching Strategies.	Literacy Leadership Team MTSS/RtI Team	Using the FCIM process, the team will review data from classroom walkthroughs, student work samples, and bi-weekly assessments to monitor and ensure student progress by using the Florida Continuous Improvement Model.	Formative: Bi-weekly Assessments. Fall and Winter district Interim Assessments Summative: 2013 FCAT 2.0 Reading Test.

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

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

#### Problem-Solving Process to Increase Student Achievement

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



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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The Results of the 2012 FCAT 2.0 Reading assessment indicate that 24% of students achieved high standards (Levels 4 and 5).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving high standards (Levels 4 and 5) by 1 percentage point to 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (67)	25% (71)

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	The area that showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. Students have a limited ability to identify Author's Purpose and Perspective in literary texts.	Students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice making inferences, drawing conclusions, and identifying author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text through Reciprocal Teaching Strategies. SuccessMaker and Reading Plus programs will be used as enrichment tools.	Literacy Leadership Team MTSS/RtI Team	Using the FCIM Process the team will review results of Bi-weekly and quarterly Interim Assessments to evaluate and determine student progress using the Florida Continuous Improvement Model.	Formative: Bi-weekly Assessments. Fall and Winter district Interim Assessments Summative: 2013 FCAT 2.0 Reading Test.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The Results of the 2012 FCAT 2.0 Reading assessment indicate that 71% of students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 76%
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (126)	76% (135)

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	As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percentage of students making learning gains increased by 10 percentage points as compared to the 2011 FCAT Reading Test.  The area with the most need is Category 2, Reading Application due to the limited amount of intervention and/or enrichment tools utilized.	Update and continue monitoring the current intervention schedule that includes SuccessMaker Interventions for those who need it; utilize the Reading Plus program to increase enrichment time.	MTSS/RtI Team Literacy Leadership Team	Using the FCIM process the team will review attendance logs monthly. Review weekly SuccessMaker and Reading Plus reports to monitor student usage and achievement.	Formative: Attendance logs and SuccessMaker and Reading Plus reports. Fall and Winter district interim assessments Summative: 2013 2.0 FCAT Reading Test.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
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:

	The Results of the 2012 FCAT 2.0 Reading assessment
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4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	indicate that 79% of students in the Lowest 25% made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% making learning gains by 5 percentage points to 84% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (36)	84% (38)

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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the number of students in the lowest 25% making learning gains increased by 9 percentage points.  The area with the most need is Category 2, Reading Application. This is due to a limited amount of resources to effectively support the new NGSSS and Common Core Standards.	Implement a Reciprocal Teaching strategy to increase Reading Comprehension and rigor in aligning instruction to Common Core Standards. In addition conduct monthly verification of the SuccessMaker Intervention program.	MTSS/RtI Team Literacy Leadership Team	Using the FCIM process the team will review SuccessMaker weekly reports, and student work samples from Reciprocal Teaching strategy worksheets	Formative: Bi-weekly Assessments. Fall and Winter district interim assessments. Summative: 2013 FCAT 2.0 Reading Test.

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 #					
	Our goal is to decrease by 50% the non-proficient students from the baseline of 2011 to the administration of the 2017 FCAT 2.0.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that 55% of the Hispanic students met reading proficiency. Our goal for 2012-2013 school year is to increase the percentage of Hispanic students meeting proficiency to 63 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 55%((152)	Hispanic: :63% (174)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test, Category 1, Vocabulary was noted as a deficiency. This is primarily due to a limited amount of resources provided to our Non-English Language Learners.	The school will work in together with the Parent Academy to provide parent workshops in Spanish to emphasize ways in which parents can support their child's educational needs. The school-wide implementation of the Words of the Week will also be used as a way to increase the Vocabulary needs. A monthly parent calendar will be distributed in both English and Spanish and will highlight benchmarks and strategies being taught in school to provide parents with access to additional support for student learning.	Administration Literacy Leadership Team MTSS/RtI Team	Using the FCIM process the team will review sign-in sheets and student work samples from targeted workshop skills. Monitor bi-weekly assessments to ensure student progress.	Formative: Bi-weekly Assessments. Fall and Winter Interim district assessments. Summative: 2013 FCAT 2.0 Reading Test.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 40% of the ELL students met reading proficiency.  Our goal for 2012-2013 school year is to increase the Hispanic student proficiency by 5 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(37)	45%(42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary impedes higher order thinking, comprehension and analysis.	Implementation of school-wide Words of the Week program where students will acquire a new vocabulary word weekly and manipulate it through the aid of a vocabulary concept map.	Administration Literacy Leadership Team MTSS/RtI Team	Using the FCIM Process the team will review student work samples of vocabulary concept maps and vocabulary notebooks.	Formative: Bi-weekly Assessments monitoring the Vocabulary benchmark. Fall and Winter Interim Assessments.  Summative: 2013 FCAT 2.0 Reading Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	n/a
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2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 54% of the Economically Disadvantaged students met reading proficiency.  Our goal for 2012-2013 school year is to increase the Economically Disadvantaged student proficiency by 7 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(141)	61%(160)

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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, Category 1, Vocabulary was noted as a deficiency. This is primarily due to a limited amount of resources provided to our Non-English Language Learners.	The school will work in together with the Parent Academy to provide parent workshops in Spanish to emphasize ways in which parents can support their child's educational needs. The school-wide implementation of the Words of the Week will also be used as a way to increase the Vocabulary needs, and a monthly parent calendar will be distributed in both English and Spanish highlighting benchmarks and strategies being taught in school to provide parents with access to additional support for student learning.	Administration Literacy Leadership Team MTSS/RtI Team	Using the FCIM Process the team will review sign-in sheets and student work samples from targeted workshop skills. Samples of monthly calendars, and monitoring bi-weekly assessments to ensure student progress.	Formative: Bi-weekly Assessments monitoring the Vocabulary benchmark. Fall and Winter Interim Assessments.  Summative: 2013 FCAT 2.0 Reading Test.

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
Follow Up Reciprocal Teaching Training	K-5	Assistant Principal Reading Coach	K-5	October 2012	Student Work Samples and Lesson Plans	Administration
Common Core PLC	k-5	Assistant Principal	k-5	Bi-monthly beginning in October	Lesson Plans Student Work Samples	Administration
SuccessMaker as a Tier 2 Intervention	K-5	Assistant Principal Reading Coach	K-5	September 2012	SuccessMaker Reports	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hourly teachers will be utilized to implement the SuccessMaker Intervention .	Print Partners	Title 1	\$15,000.00
			Subtotal: \$15,000.00
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: \$15,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	Based on the 2012 CELLA data, 50% of students were proficient in Listening and Speaking Skills.
CELLA Goal #1:	Our goal for 2012-2013 school year is to increase student proficiency in Listening and Speaking Skills by 5 percentage points to 55%.

2012 Current Percent of Students Proficient in listening/speaking:

Speaking: 50% (100)  
Listening: 50% (100)

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	Speaking: English Language Learners (ELL) need to be provided with systematic opportunities to practice speaking English in a non-threatening environment.  Listening: English Language Learners (ELL) need to be provided with systematic opportunities to listen to English in a non-threatening environment.	Provide students with daily access to Teacher Led and Peer groups that allow for ample practice for speaking and listening to increase a student's ability to speak grammatically correct English.	Administration Literacy Leadership Team MTSS/RtI Team	Using the FCIM process the team will review data from classroom walkthroughs and student work samples.	Formative: Bi-Weekly Assessments Summative: 2013 CELLA Results

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

2. Students scoring proficient in reading.

CELLA Goal #2:

Based on the 2012 CELLA data, 27% of students were proficient in Reading.

Our goal for 2012-2013 school year is to increase student proficiency in Readings by 5 percentage points to 32%.

2012 Current Percent of Students Proficient in reading:

27% (52)

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	English Language Learners (ELL) need to be provided with systematic opportunities to practice reading English in a non-threatening environment. Vocabulary often impedes comprehension. Students need to be provided with illustrations and diagrams that access prior knowledge and aid in the development and	Provide students with graphic organizers that activate prior knowledge and monitor comprehension before, during, and after reading.	Administration Literacy Leadership Team MTSS/RtI Team	Using the FCIM process the team will review data from classroom walkthroughs and student work samples.	Formative: Bi-Weekly Assessments Summative: 2013 CELLA Results

retention of new vocabulary to improve overall reading comprehension.				
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Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.		Based on the 2012 CELLA data, 29% of students were proficient in Writing.		
CELLA Goal #3:		Our goal for 2012-2013 school year is to increase student proficiency in Writing by 5 percentage points to 34%.		
2012 Current Percent of Students Proficient in writing:				
29% (58)				
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				

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.  Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 27% of students achieved a level 3.  Our goal for the 2012-2013 school year is to increase the number of students achieving level 3 to 36 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(77)	36%(102)

### 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	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category Geometry and Measurement. Students have a limited ability to use geometric knowledge and special reasoning in order to fully understand mathematical special concepts.	Develop a computer lab schedule to increase utilization of the computer lab time for students to ensure the usage SuccessMaker Math.	Administration Literacy Leadership Team MTSS/RTi	Using the FCIM process the team will review Bi-weekly Assessments to monitor and ensure student achievement.  Review CAP reports generated to ensure students are making adequate progress.  Conduct grade level data chats to attain feedback on effectiveness of utilization	Formative: Bi-weekly Assessments, data chat notes and CAP reports generated from th programs. Fall and Winter Interim Assessments  Summative: Results from 2013 FCAT Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	
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
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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 mathematics.  Mathematics Goal #2a:	The Results of the 2012 FCAT 2.0 Math Assessment indicate that 21% of students achieved high standards (Levels 4 & 5).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving high standards (Levels 4 & 5) by 4 percentage points to 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(60)	25%(71)

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	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category Geometry and Measurement. This is due to a limited amount of hands-on experiences.	Increase the frequency of small group/differentiated instruction taking place in Mathematics classrooms and include virtual manipulatives to explore mathematical special concepts through hands-on inquiry based lessons.	Administration Literacy Leadership Team MTSS/RTI	Using the FCIM process the team will conduct classroom walkthroughs and a review of bi-weekly assessments. CAP Reports from SuccessMaker	Formative: Bi-weekly Assessments. Fall and Winter Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	The results of the 2011-2012 FCAT Mathematics Test indicate that 57% of students made learning gains. Our goal for the 2012-2013 school year is to provide
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Mathematics Goal #3a:	appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of student making learning gains by 10 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(101)	67%(119)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Mathematics Test, the number of students making learning gains decreased by 16 percentage points. The Category with the most need is Geometry and Measurement. Students need to be provided with opportunities to extend critical thinking skills and move to more difficult levels on Bloom's Taxonomy.	Infuse a problem of the day into daily Mathematics instruction that require students to move beyond simple recall and into analysis, synthesis, and evaluation.	Administration Literacy Leadership Team MTSS/RTI	Using the FCIM process the team will review bi-weekly assessment data in order to improve effective teaching strategies.	Formative: Bi-weekly Assessments. Fall and Winter Interim Assessments.  Summative: Results from 2013 FCAT Mathematics Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	
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.  Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Test indicate that 71% of students in the lowest 25% made learning gains.  Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase
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	the percentage of students in the lowest 25% making learning gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(33)	76%(35)

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	As noted on the administration of the 2012 FCAT Mathematics Test, the number of students in the lowest 25% making learning gains decreased by 5 percentage points. The Category with the most need is Geometry and Measurement.	Additional thirty minutes of SuccessMaker intervention has been added to all second through fifth grade teachers' schedules	Administration Literacy Leadership Team MTSS/RTi	Using the FCIM process the team will review bi-weekly assessment data in order to improve effective teaching strategies.	Formative: Bi-weekly Assessments. Fall and Winter Interim Assessments.  Summative: Results from 2013 FCAT Mathematics Assessment

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 # Our goal is to decrease by 50% the non-proficient students from the baseline of 2011 to the administration of the 2017 FCAT 2.0.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	63	67	71	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 52% of the Hispanic students met mathematics proficiency.  Our goal is to increase Hispanic student proficiency by 11 percentage points to 63%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: Hispanic: 52% ((144) Asian: American Indian:	White: Black: Hispanic: 63% (174) Asian: American Indian

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
	Students's mathematical skills are not yet developed to function at grade level.	Early identification of students to place in small group intervention using SuccessMaker Math and differentiated instruction	Administration Literacy Leadership Team MTSS/RTi	Using the FCIM process the team will review bi-weekly assessment data in order to improve effective teaching	Formative: Bi-weekly Assessments. Fall and Winter Interim

1		throughout Math Class time.	strategies.	Assessments.  Summative: Results from 2013 FCAT Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Test indicate the 46% of the ELL students met mathematics proficiency.  Our goal is to increase ELL student proficiency by 7 percentage points to 53%
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(43)	53%(49)

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 who have not mastered the language have struggle to read mathematical word problems.	Direct targeted instruction in vocabulary pertaining to each mathematical concept. Display and use interactive math word walls.	Administration Literacy Leadership Team MTSS/RTi	Using the FCIM process the team will monitor progress on student tests and work samples, as well as bi-weekly assessments	Formative: Bi-weekly Assessments. Fall and Winter Interim Assessments.  Summative: Results from 2013 FCAT Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 subgroup:

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate the 50% of the Economically Disadvantaged students met mathematics proficiency.  Our goal is to increase Economically Disadvantaged student proficiency by 12 percentage points to 62%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(131)	62%(162)

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	There was insufficient before/school tutoring provided for remediation in mathematics.	Implement an after school mathematics tutoring program targeting economically disadvantaged students.	Administration Literacy Leadership Team MTSS/RTI	Using the FCIM process the team will review bi-weekly assessment data in order to improve effective teaching strategies.	Formative: Bi-weekly Assessments. Fall and Winter Interim Assessments.  Summative: Results from 2013 FCAT Mathematics Assessment.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-5	5th Grade Teachers	K-5	September 19, 2012	Student Work Samples	Administration
Success Maker	K-5	Representative	K-5	November 7, 2012	SuccessMaker Reports	Administration

Mathematics 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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$0.00</b>			

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		The results of the 2011-2012 FCAT Science Test indicate that 20% of students achieved a level 3.  Our goal for the 2012-2013 school year is to increase the number of students achieving level 3 by 5 percentage points to 25%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
20%(20)		25%(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	As noted on the administration of the 2012 FCAT Science Exam, Earth and Space Sciences was the area of deficiency.  Students need to increase their content area vocabulary and critical thinking skills.	Provide graphic organizers and weekly vocabulary lessons targeting Earth and Space Sciences. Bi-weekly labs will be conducted to teach, model, and reinforce the scientific method utilizing the 5 E's approach.	Administration Literacy Leadership Team MTSS/Rti	Using the FCIM process the team will review vocabulary journals, bi-weekly lab reports, and student work samples.	Formative: Monthly assessments District Fall and Winter Interim Assessments Summative: 2013 Science FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
2012 Current Level of Performance:	
2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Results from the 2012 administration of the Science FCAT, indicate that 6% of students scored above proficiency (Levels 4 & 5).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving high standards (Levels 4 & 5) by 2 percentage points to 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
6%(6)	8%(8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need rigor in the science curriculum and more in-depth exploration of the scientific process to increase the performance of Earth and Space Sciences.	Students will analyze and synthesize their data from bi-weekly experiments and apply it to solve real-world problems. The school will conduct a Science Fair. In addition grade four and five students will increase their participation of the Gizmos program.	Administration Literacy Leadership Team MTSS/Rti	Using the FCIM process the team will review bi-weekly lab reports and student work samples GIZMOS usage reports	Formative: Authentic assessments District Fall and Winter Interim Assessments Quarterly Assessments Summative: 2013 Science FCAT

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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
Discovery Education	K-5	Representative	K-5	November 2012	Teacher Lesson Plans	Administration
Common Core	K-5	5th Grade Teachers	All Teachers	September 19, 2012	Student Work Samples	Administration

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Our goal for the 2012-2013 school year is to increase the percentage of students scoring at 3 and above from 71% to 74%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(63)	74%(66)

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	As noted on the administration of the FCAT Writing 2012, students in the primary grades have a limited amount of exposure to the Writing Process.	Use a school-wide writing focus calendar targeting weekly writing benchmarks using Melissa Forney materials	Administration Literacy Leadership Team MTSS/RTI	Using the FCIM process the team will review student writing samples/ Melissa Forney writing skills checklist.	Formative: Monthly Writing Prompts. Summative: 2013 FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
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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
Melissa Forney	K-5	Melissa Forney	K-5	November 2012	Teacher Lesson Plans	Administration

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
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 Attendance Goal #1:		Our attendance goal for the 2012-2013 year is to increase our attendance rate to 96.24% ( 535 ) by improving our school climate in order to make parents, students, and faculty feel welcome and develop a sense of belonging to the community.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.74%(532)		96.24%(535)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
153		145			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
110		105			
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	Parents are unfamiliar with the school's and district's attendance policy.	A parent handbook will be provided to parents with the district's and school's attendance	Administration MTSS/RTI	Using the FCIM Process the team will review CIS Logs, ConnectEd messages explaining	Attendance and tardy records from ISIS report.

	policy.		attendance procedures, Parent Contact Logs
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the number of outdoor suspensions from 12 to 11.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
12	11
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8	7

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 and parents are unfamiliar with the Student Code of Conduct.	<p>Infuse Character Education with a monthly value and recognize students who follow the Code of Student conduct, as well as encourage others to partake.</p> <p>Develop school-wide discipline plan, discuss with students in all classrooms, and implement school-wide with the help of all staff members. The school's discipline plan will be reviewed with parents at Open House</p>	Administration Literacy Leadership Team MTSS/RTI Student Services Team	Using the FCIM process the team will review monthly Cognos reports in order to identify at-risk students	Character Education Bulletin Board monitored by counselor. Monthly COGNOS suspension report.
2	Students and parents are unfamiliar with the Student Code of Conduct.	<p>Infuse Character Education with a monthly value and recognize students who follow the Code of Student conduct, as well as encourage others to partake.</p> <p>Develop school-wide discipline plan, discuss with students in all classrooms, and implement school-wide with the help of all staff members. The school's discipline plan will be reviewed with parents at Open House</p>	Administration Literacy Leadership Team MTSS/RTI Student Services Team	Using the FCIM process the team will review monthly Cognos reports in order to identify at-risk students	Character Education Bulletin Board monitored by counselor. Monthly COGNOS suspension report.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI Training	K-5	Administration	K-5 Teachers	November 2012	Rti Meetings	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Title I - See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Title I - See PIP	Title I - See PIP

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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
			<b>Grand Total: \$0.00</b>

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:		Our goal for the 2012-2013 school year is to increase the percentage of student participation in the school's Science Fair.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited amount of knowledge of the Scientific Thinking process.	Conduct Bi-weekly labs in order to increase students' knowledge of the Scientific Thinking process.	Administration MTSS/RTI Science Committee	Using the FCIM process the team will utilize rubrics in order assess the accuracy of Scientific experiments	Formative: Authentic assessments District Fall and Winter Interim Assessments Quarterly Assessments Summative: 2013 Science FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
			<b>Grand Total: \$0.00</b>





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	Hourly teachers will be utilized to implement the SuccessMaker Intervention .	Print Partners	Title 1	\$15,000.00
				Subtotal: \$15,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
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: \$15,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA	
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Are you a reward school:  Yes  No

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

[View uploaded file](#) (Uploaded on 10/12/2012)

## 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
The SAC funds will be utilized in order to assist with the technology needs of the school.	\$2,400.00

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

The SAC will meet and assist in the implementation and monitoring of the School Improvement Plan goals.



# 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

Dade School District CORAL TERRACE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	80%	80%	55%	292	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	61%	62%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	56% (YES)			126	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					541	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District CORAL TERRACE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	80%	89%	50%	303	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	75%	78%			153	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	87% (YES)			163	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					619	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested