FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CORONADO BEACH ELEMENTARY SCHOOL

District Name: Volusia

Principal: Kelly Carter

SAC Chair: Jodi Roberts

Superintendent: Dr. Margaret Smith

Date of School Board Approval: December 11, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kelly Carter	BS,MS	3	8	2011-2012 A School, (71%R/57%M; 74% R/78%M; 67%R/85%M)* 2010-2011 A School, AYP 90%(88% R/82% M; 78%R/57%M; 77%R/70%M)* Position for following data is as Assistant Principal. 2009-2010 B School, AYP 87%(79%R/72% M; 65%R/67%M; 47%R/52%M)* 2008-2009 B School, AYP 90%(69%R/58% M; 63%R/55%M; 54%R/58%M)* 2007-2008 A School, AYP 95%(77%R/79% M; 73%R/77%M; 62%R/67%M)* 2006-2007 A School, AYP 97%(75%R/74% M; 78%R/63%M; 59%R/60%M)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) Prior to 2006:Based on the Volusia County District evaluation system currently in place, Kelly Carter has been rated either meeting or exceeding the 12 competencies required for administrators.

		BA :Physical Education MA :Educational Leadership PhD :Physical Education pedagogy CertificatIon: Principal all levels Educational Leadership : Physical Education 6-12 Physical Education K-8			David C. Hinson Sr. Middle School 2012 A School, AYP (79%R 77%M: 68%R 75%M: 63%R 72%M) 2011 A School, AYP 95% (89%R 85%M: 72%R 53%M: 60%R 50%M) 2010 A School, AYP 100% (88%R 94%M: 70%R 74%M: 68%R 65%M) 2009 A School, AYP 97% (92%R 95%M: 76%R 71%M: 64%R 65%M) 2008 A School, AYP 97% (91%R 93%M: 70%R 78%M: 57%R 62%M) 2007 A School, AYP 100% (90%R 88%M: 81%R 69%M: 80%R 71%M) 2006 A School, AYP 95% (87%R 85%M: 69%R 70%M: 69%R) 2005 A School, AYP 100% (89%R 83%M, 71%R 73%M 81%R)
Assis Principal	Dr. Hollie Newnam		1	7	

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)
n/a	n/a	n/a			n/a

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	New Teacher Mentoring	Administration	May 2013	
2	Peer Teacher Visitation	Administration	May 2013	
3	Leadership Opportunities	Administration	May 2013	
4	Staff Development	Administration	May 2013	
5	Teacher Appreciation and Recognitions	Administration/PTA	May 2013	
6	PLC Activites	Administration/PLC	May 2013	
7	Network w/ Community & Business Partners	Administration/SAC	May 2013	
8	Involved parents through PTA, Mentors, and Classroom Volunteers	Administration/PTA	May 2013	

Non-Highly Effective Instructors

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

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

0	0

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
21	0.0%(0)	14.3%(3)	38.1%(8)	47.6%(10)	52.4%(11)	100.0%(21)	4.8%(1)	23.8%(5)	38.1%(8)

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
Kariann Farenholtz	Paulette McKibbins Shed	Kariann is completing her second full year of teaching being mentored by a highly effective teacher	Lesson planning, Observations, Data analysis, and Coaching

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.

Administrative Team: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

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 school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral

data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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 school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Describe the plan to train staff on MTSS.

. The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration Team and School Pyschologist.

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

The school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

PLC's; Walk to Intervention; 120 minute Literacy Block and New Curriculum Maps.

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. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(34)	28%(34)

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 access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading as needed.	Administrator Teachers	Ongoing monitoring of formative assessment	District assessments and FCAT results
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times or faculty meeting dates as needed	Administrator	Faculty survey in May 2012	Student Outcome
4	Uninterrupted teacher collaboration time	Collaborate with teams and review data from Progress Monitoring, FAIR Assessments, District Assessments, and Formative Assessments as needed	Teachers	Faculty survey in May 2012	District assessments and FCAT results
5	Family Participation	Fall/Spring Book Fairs including a Book Fair Family Night	Media Specialist	Parent/Students Participation and feedback	District assessments and FCAT results
6	Funds for incentives	Provide opportunities and incentives for participation in Reading Counts program and Sunshine State book survey	Media Specialist and Teachers	Student participation	District assessments and FCAT results
7	Funding and Resources for Intermediate and Primary Grades	Utilize a resource library for teachers: A grab and go resource area with activities specific to student needs	Administrator and Vertical Teams	Ongoing Monitoring through Formative Assessments	District assessments and FCAT results

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:	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
1	N/A	N/A	N/A	N/A	N/A

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:	Increase percent of students scoring at current level by 3% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(63)	50%(65)

	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 access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Funds to purchase advanced reading materials	Ensure that all teachers receive professional development related to effective instructional strategies in reading – specific to the higher level learner as needed.	Administrator Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
3	Funds to purchase incentives and limited access to Media Center	Encourage higher level reading through the Reading Counts Program and Sunshine State Readers' Program	Media Specialist	Increased student achievement and student involvement	District Assessments and FCAT results

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:

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
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% students making learning gains.	79% students making learning gains.

	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 access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	School Media Center is open very limited hours due to budget cuts.	Increase student access to a variety of reading materials	Media Specialist	Student use of Media Center and student book check out data	District Reading Assessment and FCAT results
3	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading as needed.	Administrator Teacher	Ongoing monitoring of formative assessment	District assessments and FCAT results
4	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times or faculty meeting dates as needed	Administrator	Faculty survey in May 2012	Student Outcome
5	Uninterrupted teacher collaboration time	Collaborate with teams and review data through Progress Monitorin, FAIR Assessments, District Assessments, and Formative Assessments as needed	Teachers	Faculty survey in May 2012	District assessments and FCAT results
6	Family Participation	Fall/Spring Book Fairs including a Book Fair Family Night	Media Specialist	Parent/Students Participation and feedback	District assessments and FCAT results
	Funds for incentives	Provide opportunities and	Media Specialist	Student participation	District

		incentives for participation in Reading Counts and Sunshine State Book programs	and Teachers		assessments and FCAT results
8	Funding and Resources for Intermediate and Primary Grades	Utilize a resource library for teachers: A grab and go resource area with activities specific to student needs	Administrator and Vertical Teams	Ongoing Monitoring through Formative Assessments	District assessments and FCAT results
9	Funding and student participation due to transportation	Afterschool Tutoring	Administrator	Ongoing Monitoring through Formative Assessments	District assessments and FCAT results
10	Parent Participation	FCAT Parent Night	Teachers	Weekly Tests, Unit Tests, and Student/Parent Feedback	FCAT Results

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:	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
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% students making learning gains.	72% students making learning gains.

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 access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Materials	Small group explicit comprehension skill instruction	ESE and General Education Teachers	Formative and District Assessments	FCAT 2012 Reading Assessment

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Administrator Teacher	Ongoing monitoring of formative assessment	District assessments and FCAT results
4	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration	Faculty survey in May 2012	District assessments and FCAT results
5	School Media Center is open very limited hours due to budget cuts.	Increase student access to a variety of reading materials	Media Specialist	Student use of Media Center and student book check out data	District Reading Assessment and FCAT results
6	Family Participation	Fall/Spring Book Fairs including a Book Fair Family Night	Media Specialist	Parent/Students Participation and feedback	District assessments and FCAT results
7	Funds for incentives	Provide opportunities and incentives for participation in Reading Counts program and Sunshine State Readers survey	Media Specialist	Student participation	District assessments and FCAT results
8	Funding and Resources for Intermediate and Primary Grades	Utilize a resource library for teachers: A grab and go resource area with activities specific to student needs	Administrator and Vertical Teams	Ongoing Monitoring through Formative Assessments	District assessments and FCAT results
9	Funding and student participation due to transportation	Afterschool Tutoring	Administrator	Ongoing Monitoring through Formative Assessments	District assessments and FCAT results

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 # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (65% proficient). 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Level 3 and high	Level 3 and high	Level 3 and high	Level 3 and high	Level 3 and high	

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:	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
1	NA	NA	NA	NA	NA

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:	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
1	NA	NA	NA	NA	NA

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:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(14)	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	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.	Principal, Assistant Principal, ESE Lead Team.	Ongoing monitoring of formative assessments.	FAIR FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	30%(73) economically disadvantaged students did not score satisfactory in reading scores 2012.		Targeted AMO in reading is 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	Student access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Materials	Small group explicit comprehension skill instruction	ESE and General Education Teachers	Formative and District Assessments	FCAT 2012 Reading Assessment
3	Parent involvement	Used book exchange program	Administration	Student, Staff, and parent involvement	District Assessments and FCAT results
4	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading as needed.	Administrator	Ongoing monitoring of formative assessment	District assessments and FCAT results
5	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Teacher	Faculty survey in May 2012	District assessments and FCAT results
6	School Media Center is open very limited hours due to budget cuts.	Increase student access to a variety of reading materials	Media Specialist	Student use of Media Center and student book check out data	District Reading Assessment and FCAT results
7	Funds for incentives	Provide opportunities and incentives for participation in Reading Counts program and Sunshine State Readers survey	Media Specialist	Student participation	District assessments and FCAT results
8	Funding and Resources for Intermedate and Primary Grades	Utilize a resource library for teachers: A grab and go resource area with activities specific to student needs	Administrator and Vertical Teams	Ongoing Monitoring through Formative Assessments	District assessments and FCAT results
9	Funding and student participation due to transportation	Afterschool Tutoring	Administrator	Ongoing Monitoring through Formative Assessments	District assessments and FCAT results

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
Reading curriculum and instructional stratiges	K-5	Admin. Teachers	School wide	Professio. Development PLC meetings bi-weekly pinnacle	Grade levels	Administration team.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Participation in spelling bee, reading counts program, Sunshine State Readers' surveyand other activities to increase reading comprehension and vocabulary.	Awards and incentives	Book Fairs, PTA, and SAC	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	
N/A	

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

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:	N/A	

2012 Current Percent of Students Proficient in reading:
N/A

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	N/A

2012 Current Percent of Students Proficient in writing:
N/A

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

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Increase math scores by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(41)	33%(41)

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 access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Pacing and meeting individual needs	Follow district provided curriculum maps	Teachers and District Staff	Formative and District Assessments	FCAT 2012 Math Assessment
3	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in math as needed.	Administrator and Math Contact	Ongoing monitoring of formative assessment	District assessments and FCAT results
4	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration Teachers	Faculty survey in May 2012	District assessments and FCAT results
5	Family Participation and funding for materials	Teachers will inform parents of FCAT expectations through shared materials and/or family FCAT Prep nights.	Administration and Teachers	Parent participation and feedback	FCAT 2012 Math Assessment
6	Funding	Afterschool Tutoring	Administrator	Ongoing monitoring of formative assessment	District assessments and FCAT results
7	Class time to meet individual student needs	Provide small group math instruction	Teachers	Ongoing monitoring of formative assessments	District assessments and FCAT result

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:	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
1	N/A	N/A	N/A	N/A	N/A

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:	Increase percent of students scoring at current level by 3% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(42)	35%(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	Student access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Family Participation and funding for materials	Teachers will inform parents of FCAT expectations through shared materials and/or family FCAT Prep nights.	Administration and Teachers	Parent participation and feedback	FCAT 2012 Math Assessment
3	Pacing and meeting individual needs	Follow district provided curriculum maps	Teachers and District Staff	Formative and District Assessments	FCAT 2012 Math Assessment
4	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in math as needed	Administrator and Math Contact Teacher	Ongoing monitoring of formative assessment	District assessments and FCAT results
5	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator	May 2012 Faculty Survey	District assessments and FCAT results
6	Student access and funding for website licenses	Provide links to student friendly math websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessments	District assessments and FCAT results
7	Class time to meet individual student needs	Provide small group math instruction	Teachers	Ongoing monitoring of formative assessments	District assessments and FCAT result

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.	N/A

Mathematics Goal #2b:					

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
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Percentage of students making learning gains in mathematics will increase by 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(66)	80%(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	Student access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Materials	Students will use a variety of modalities in PE, Art, and Music to reinforce math concepts	Special Area Teachers	Formative Assessments	District Assessments and FCAT results
3	Pacing and meeting individual needs	Follow district provided curriculum maps	Teachers and District Staff	Formative and District Assessments	FCAT 2012 Math Assessment
4	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in math as needed.	Administrator Teacher	Ongoing monitoring of formative assessment	District assessments and FCAT results
5	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator	Faculty survey in May 2012	District assessments and FCAT results
6	Family Participation and funding for materials	Teachers will inform parents of FCAT expectations through shared materials and/or family FCAT Prep nights.	Administration and Teachers	Parent participation and feedback	FCAT 2012 Math Assessment
7	Funds for consumable manipulatives and materials	Students will use hands-on math activities and manipulatives to model word problems and	Teachers	Formative and District Assessments	FCAT 2012 Math Assessment

		demonstrate an understanding of math concepts.			
8	Student access and funding for website licenses	Provide links to student friendly math websites on our Coronado Homepage	Media Specialist Teachers	Ongoing monitoring of formative assessments	District assessments and FCAT results
9	Class time to meet individual student needs	Provide small group math instruction	Teachers	Ongoing monitoring of formative assessments	District assessments and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students making learning gains on FAA in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(66)	79%(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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels.	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels.	Administration ESE Team.	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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:	Percentage of students in Lowest 25% making learning gains in mathematics will increase 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(17)	86%(17)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Computer availability	Timez Attach	Teachers	Ongoing monitoring of formative assessments	District assessments and FCAT results
	Funds for consumable	Students will use hands-	Teachers	Formative and District	FCAT 2012 Math

				Assessments	Assessment
3	manipulatives and materials	on math activities and manipulatives to model word problems and demonstrate an understanding of math concepts.			
4	Limited Resources	Utilizing of "Exploring Math Kits" will be incorporated into small group interventions	ESE and general education teachers	Formative Assessments	District Assessments and FCAT results
5	Accessing probes specific to needs	Precision Teaching/Math fluency will be utilized to practice and collect data to increase automaticity of student's math facts	ESE and general education teachers	Formative Assessments	District Assessments and FCAT results
6	Pacing and meeting individual needs	Follow district provided curriculum maps	Teachers and District Staff	Formative and District Assessments	FCAT 2012 Math Assessment
7	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in math as needed.	Administrator and Math Contact	Ongoing monitoring of formative assessment	District assessments and FCAT results
8	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration	Faculty survey in May 2012	District assessments and FCAT results
9	Student access and funding for website licenses	Provide links to student friendly math websites on our Coronado Homepage	Media Specialist	Ongoing monitoring of formative assessments	District assessments and FCAT results
10	Class time to meet individual student needs	Provide small group math instruction	Teachers	Ongoing monitoring of formative assessments	District assessments and FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	5A : In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Level 3 and high	Level 3 and high	Level 3 and high	Level 3 and high	Level 3 and high	

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:	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	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	NA	NA	NA	NA	NA

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	37%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>The individual needs of some students in the Exceptional Student Education program are not being met.</td><td>Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.</td><td>Principal, Assistant Principal, ESE Lead Team.</td><td>Ongoing monitoring of formative assessments.</td><td>FAIR

FCAT</td></tr>
</table>

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target.

2012 Current Level of Performance:	2013 Expected Level of Performance:
58%	53%

	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 access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Pacing and meeting individual needs	Follow district provided curriculum maps	Teachers and District Staff	Formative and District Assessments	FCAT 2012 Math Assessment
3	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in math as needed.	Administrator and Math Contact Teacher	Ongoing monitoring of formative assessment	District assessments and FCAT results
4	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration	Faculty survey in May 2012	District Assessments and FCAT results
5	Student access and funding for website licenses	Provide links to student friendly math websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessments	District assessments and FCAT results
6	Class time to meet individual student needs	Provide small group math instruction	Teachers	Ongoing monitoring of formative assessments	District assessments and FCAT results

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
Curriculumn Maps.	All grade levels.	Gen Ed teachers.	Grade level PLC's	Every other week.	Walk to Intervention.	Administrative Team and Teachers.

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00

			$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 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:	Students achieving proficiency (FCAT Level 3) in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(18)	43%(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	Student access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Pacing and meeting individual needs	Follow district provided curriculum maps	Teachers and District Staff	Formative and District Assessments	FCAT 2012 Science Assessment
3	Funds for science equipment and supplies	Grades K-5 are designated at least one day per week to utilize science lab to provide hands-on science applications for all	Administration Teachers	Formative Assessments	District Assessments and FCAT 2012 Science Assessment
4	Funding	Science Family Night	Science Vertical Team	Participation and feedback	FCAT 2012 Science Assessment results
5	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in science as needed	Administrator and Science Contact Teacher	Ongoing monitoring of formative assessment	District assessments and FCAT results

6	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator	May 2012 Faculty Survey	District assessments and FCAT results
7	Family Participation and funding for materials	Teachers will inform parents of FCAT expectations through shared materials and/or family FCAT Prep nights	Teachers	Parent participation and feedback	FCAT 2012 Math 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 science. Science Goal #1b:	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
1	N/A	N/A	N/A	N/A	N/A

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:	Increase percent of students scoring at current level by 3% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(19)	45%(19)

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 access and funding for website licenses	Provide links to student friendly curriculum based websites on our Coronado Homepage	Media Specialist Teacher	Ongoing monitoring of formative assessmetns	District assessments and FCAT results
2	Parent Involvement	Family science night presented by the Museum of Arts and Science.	Science Curriculum Team	Parent/Student Participation and feedback	District Assessments and 2012 FCAT Science results
3	Pacing and meeting individual needs	Follow district provided curriculum	Teachers and District Staff	Formative and District Assessments	FCAT 2012 Science

		maps			Assessment
4	Funds for science equipment and supplies	Grades K-5 are designated at least one day per week to utilize science lab to provide hands-on science applications for all	Administration Teacher	Formative Assessments	District Assessments and 2012 FCAT Science results

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:	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
1	N/A	N/A	N/A	N/A	N/A

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 curriculum and instructional strategies	K-5	Administrai-ve Team and Teachers.	School-wide	Faculty meetings PLC	Grade level PLC	Administrative Team and Teachers.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student friendly educational science websites	site license	SAC funds	$200.00

			Subtotal: $200.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Family Science Night	Cost of museum of arts and science school program.	School internal funds, PTA, SAC funds	$500.00
			Subtotal: $500.00
			Grand Total: $700.00

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:	Students scoring at Level 3 and higher in FCAT Writing will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(30)	73%(30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for collaboration with team	Share best practices and writing strategies/activities to enhance teacher/student knowledge of writing.	Administrator	Faculty Survey 2012	Florida Writes 2012
2	Scheduling	Staff Development with county writing personel	Writing Vertical Team	Faculty Survey 2012	Florida Writes 2012
3	Time for teacher collaboration	Teachers cross grade student writing	Administrator	Facutly Survey 2012	Florida Writes 2012

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:	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
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing	All grades	grade level teachers	school wide	PLC meetings bi-weekly	Grade Level PLC	Admin teachers

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	Attendance Rate will increase by 1%. Excessive

Attendance Goal #1:	Absences and Excessive Tardies will decrease by 05%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.92%	96.92%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
107	101
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
115	103

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Response	Automated daily calls to absent students	Office Specialist	Ongoing Monitoring	2012-2013Absentee Data
2	Parent Participation	Teacher conferences and interim reports	Teachers	Ongoing Monitoring	2012-2013 Absentee Data
3	Parent Participation	Problem Solving Team (PST) intervention	PST	Ongoing Monitoring	2012-2013 Absentee Data
4	Parent Participation	School Social Worker intervention	Teaacher/PST	Ongoing Monitoring	2012-2013 Absentee Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pinnacle	K-5	Asst. principal Principal	school- wide	Sept 1, 2012	PST Faculty meetings	Admin

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance awards	Administartion funds	district funds	$25.00
			Subtotal: $25.00
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: $25.00

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:	Out of School Suspensions will decrease by 50%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
3	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6	3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	3

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Personel (Part-time Guidance)	School Wide Behavior Plan	Administration and teachers	Faculty/Staff/Parent 2013 Climate Survey	2012-2013 School Suspension Data
	Time for teams to	Responce To	Administrator and	Faculty/Staff/Parent	2012-2013 School

2	analyze data and strategize as follow-up to training	Intervention Behavior Training. (RTIB)	teachers	2013 Climate Survey	Suspension Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI/behavior	K-5	Assit. Principal Principal	School-wide	Sept 1, 2012	Faculty maatings and grade level meetings	Admin

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Involve parents in the art trading card night. Add math and science cards to trading card night.

	2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
	48% (108/225)	53%

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 have prior commitments. May feel inexperience with math and science skills.	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children.	Administrator	Climate Survey 2012	Parent Climate Survey 2012

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
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Teachers will produce 2 new project-based STEM Lessons (choose the appropriate grade level or subject areas for your school).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop high-quality lessons that integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices	District STEM TOA Administration	Monitor usage and implementation data of STEM modules	Usage data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
increase science skills	K-5	gen ed teachers	school wide	PLC's	use of science lab	teachers

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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						

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Participation in spelling bee, reading counts program, Sunshine State Readers' surveyand other activities to increase reading comprehension and vocabulary.	Awards and incentives	Book Fairs, PTA, and SAC	$500.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Attendance	Attendance awards	Administartion funds	district funds	$25.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $525.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Mathematics				$0.00
Science	Student friendly educational science websites	site license	SAC funds	$200.00
Writing	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $200.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
Science	Family Science Night	Cost of museum of arts and science school program.	School internal funds, PTA, SAC funds	$500.00
Writing	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $500.00
				Grand Total: $1,225.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

◯ Priority	◯ Focus	◯ Prevent	◯ NA

Are you a reward school: ◯ Yes ◯ No

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

No Attachment (Uploaded on 9/11/2012)

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 support Coronado's mission statement: launching lifetime learners. An estimated $500 will be used for science family night where science skills will be focused on coorelated with common core principles. $25 will be used to support attendance goals and rewards.	$1,225.00

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

September- Discussion of SAC expectations, SIP goals,Schedule meetings/
October-November-December- Monitoring SIP goals,Sip approval, Climate survey time frame, SAC budget
February/March-discussion on FCAT,SAC input and vote on Science night and family nights. Plan for climate survey.
April/May-Climate survey results,Fcat results,Final budget, SAc elections.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
CORONADO BEACH ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	82%	62%	89%	321	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	78%	57%			135	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?	77% (YES)	70% (YES)			147	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					603	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District
CORONADO BEACH ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	85%	81%	83%	336	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	60%	65%			125	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?	67% (YES)	58% (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					586	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested