FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: COCONUT GROVE ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Sharon M. López

SAC Chair: Evelyn Burns

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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)
		Bachelor of Arts-History from Florida State University, Master of Science - Educational Administration and Supervision from Nova Southeastern University, Doctoral degree from Florida International University-Curriculum and Instruction with a cognate in			

Principal	Sharon M. López, Ed.D.	Instructional Leadership/Educational Leadership K-12 and Mathematics 6-12 Bachelor of Arts-Sociology, Virginia State University, Master of Science in Education-(Educational Leadership Concentration) Florida Atlantic University-Certification-Exceptional Student Education (K-12), Reading Endorsement and Educational Leadership State of Florida.	3	22	'12 '11 '10 '09 '08 School Grade A A C C B High Standards Rdg. 64 81 53 57 61 High Standards Math 70 80 57 62 65 Learning Gains Rdg. 81 73 61 60 55 Learning Gains Math 68 52 59 52 55 Lowest 25% Rdg. 83 70 60 55 66 Lowest 25% Math 70 60 53 47 66 AMO
Assis Principal	Marchel D. Woods	Bachelor of Arts-Sociology, Virginia State University, Master of Science in Education-(Educational Leadership Concentration) Florida Atlantic University-Certification-Exceptional Student Education (K-12), Reading Endorsement and Educational Leadership State of Florida.	2	2	'12 '11 '10 '09 '08 School Grade A D D C D High Standards Rdg. 64 36 35 38 36 High Standards Math 70 32 41 37 37 Lrng Gains-Rdg. 81 56 59 61 52 Lrng Gains-Math 68 52 64 59 60 Gains-Rdg-25% 83 76 61 74 61 Gains-Math-25% 70 64 66 64 69 AMO

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				

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. Provide opportunities for teachers to attend curriculum workshops.	Administration	May 2013	
2	2. Provide opportunities for highly effective teachers to be placed in leadership roles.	Administration	May 2013	
3	3. Provide opportunities for highly effective teachers to present professional development workshops for the staff.	Administration	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)	Teachers will enroll in ESOL Classes.

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
29	6.9%(2)	20.7%(6)	44.8%(13)	27.6%(8)	34.5%(10)	93.1%(27)	3.4%(1)	3.4%(1)	55.2%(16)

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
Ana Duran	Michelle Sampson	Ms. Sampson is a 1st year Pre-K teacher. Mrs. Duran is an experienced Pre-K teacher.	The mentor teacher will plan with the beginning teacher and provide guidance.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal:
Principal facilitates the implementation of a common vision at our school. This includes the use of data-based decision-making,ensuring that the school-based team is implementing MTSS appropriately in consideration of the diverse needs of our student population, conducts assessment of MTSS skills of school staff with appropriate recommendations for professional development as necessary, ensures implementation of interventions as support tools, and communicates with parents school-based decision-making and the development of plans affecting our community of students.

Select General Education Teachers (Primary and Intermediate):
Our general education staff provides information about core instruction, encourage active participation, and monitor the process during both the collection of student data and subsequent disaggregation sessions. Additionally they play a major part in the delivery of interventions to our Tier 1 population. Working in collaboration with support staff and administration,our teachers design, develop, and deliver Tier 2 interventions. Teacher led tutorials integrate Tier 1 materials and teaching in addition to Tier 2 and Tier 3 instruction with accompanying lessons and activities tailors these afterschool sessions in ways that meet and compliment our diverse population of students and their needs.

Exceptional Student Education (ESE) Teachers:
Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers using common planning, collaborative planning through our student support services team and through the use of a co-teaching model (inclusion).

School Psychologist:
This individual is a key player in the collection of, interpretation, and analysis of data. When called upon, the school

psychologist will facilitate the development of interventions and provide support as required to maintain the highest levels of fidelity. Our school psychologist develops and maintains psychological analysis through confidential documentation on record in the school's office. Our school psychologist provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning and program evaluation upon request.

Technology Specialist:
Our school's technology specialist provides the technological support needed to keep school wide software and hardware running at peak performance. Our technologist attends workshops to keep current in modern technological trends which are changing rapidly in an effort to keep the best enterprises current and active in our school and ready for use by our students. This team member assures that the necessary tools are available to manage and display data. As needed, our technology specialist provides professional development opportunities and renders the technical support that is needed to solidify new learning for teachers and staff.

Speech Language Pathologist:
Our speech language pathologist supports efficient use of language in curricular forums and during small group student support. Use of analysis includes assessments, parental involvement and instructional delivery methods used as a basis for appropriate program design rendered to a diverse population with varying needs. The speech and language pathologist supports and counsels others regarding the selection of appropriate screening measures.

Guidance Counselor:
The guidance counselor supports learning through the provision of discussion forums around such key issues as affective program design, through affective assessment strategies and interpersonal relations for our students. The guidance counselor leads many student support services meetings and facilitates the productive outcome that enhances the learning environment for many of our students. The guidance counselor impacts both the affective and effective domains of learning school wide.

School Social Worker:
Our school's social worker is shared between schools. The role of the school social work is to link the larger metropolitan based child-serving community of agencies to our school and our school's families. The process is seamless and implemented with stealth-like strategies that support our students' academic, emotional, behavioral, and social success without labeling the student or making one feel exceptional. In this way the social worker compliments the student support services team and the faculty and staff of our school by enriching the range of student mechanisms made available to students as they strive to learn and grow.

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 MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students? The team will meet on an on-going basis to engage in the following activities:
• review universal screening data and link to instructional decisions
• review progress monitoring data at the grade level
• classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; help set clear expectations for instruction, and aligned processes and procedures.

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.

At Coconut Grove Elementary students in need of MTSS implementation will be identified through the following data management systems: First and second grade students: 2012 Stanford Achievement Test; Third through Fifth grade: 2012 FCAT. In addition to these assessments, data collected and analyzed from the following assessments will also be used to determine student progress and the need for MTSS implementation: Baseline and District Interim Assessments, and School

based monthly assessment data will be analyzed and disaggregated from Edusoft reports. Additional data including the Florida Assessments for Instruction in Reading (FAIR) will be monitored utilizing the Progress Monitoring and Reporting Network (PMRN).
Behavior will be monitored and managed in the following manner: Student behavior will be monitored using the Student Case Management System (SCAM) referrals, referred to administration/counselor to determine need for further actions including suspensions/expulsions.

Describe the plan to train staff on MTSS.

During the 2012-2013 school year the staff at Coconut Grove Elementary will participate in professional development during teachers' common planning time. Small follow up sessions will occur throughout the school year regarding updates to the MTSS process. Teachers are strongly encouraged to enroll in the MTSS courses offered by the state of Florida, Department of Bureau of Exceptional Education and Student Services (www.florida-rti.org).

Describe the plan to support MTSS.

All stakeholders will be involved during the school year to help contribute to the development, implementation, and evaluation of the MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sharon M. López, Ed.D., Principal
Marchel D. Woods, Assistant Principal
Yesenia Gonzalez, Second grade teacher
Megan Mccue, Third grade teacher
Mairelys Guillen, Kindergarten teacher
Evelyn Burns, Primary Department Chairperson/EESAC Chair
Alex Tejero, Fourth grade teacher
Nancy Marmesh, Intermediate Department Chairperson
Michele Jurado, Pre-kindergarten teacher
Patricia Dupuch, UTD Steward
Norvin Griner, Fifth grade teacher

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal selects team members for the Leading Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year. School Leading Leadership Teams may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

The major initiative for the Literacy Leadership Team (LLT) will be to cultivate the vision for the Common Core and implement this program in kindergarten through third grade. The LLT will also examine instructional practices, provide on-going data to staff regarding existing student literacy skills, levels and needs and provide professional development opportunities that targets student rigor and instructional practices. In addition, the LLT will facilitate school wide incentives for all subject areas in order to motivate students and promote a spirit of collaboration that focuses on literacy and student achievement.

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:	The results of the 2012 FCAT 2.0 Reading Test indicate that 22% of students achieved proficiency. (Level 3) Our goal for the 2012-2013 school year is to increase the level of student proficiency by 4 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(37)	26%(44)

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 in grade 3 was Reporting Category 2, Reading Application In grade 4, the area of deficiency was Category 3, Literary Analysis; Fiction/Non-Fiction In Grade 5, the areas of deficiency were Categories 2 and 4; Reading Application and Informational Text/Research Process	During pre-reading activities, students will be provided instruction in applying comprehension skills. Students will utilize SuccessMaker and Reading Plus to strengthen reading comprehension skills In grade 4, teachers will teach students to identify and interpret elements of story structure with a text. In grade 5, teachers should use grade level appropriate text that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.	Administrators and LLT	Ongoing progress monitoring assessments with an emphasis on reading application. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: FAIR, School-based monthly benchmark assessments, Reading Plus, and FCAT Explorer District Interim Assessments Summative: 2013 FCAT 2.0 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 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
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 area of deficiency in The results of the 2012 FCAT 2.0 Reading Test indicate that 41% of students achieved above proficiency. (Levels 4 and 5) Our goal for the 2012-2013 school year is to increase the level of student proficiency by 2 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(69)	43%(72)

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 minimal growth as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. In grade 4, the area of deficiency was reporting category 3, Literary Analysis; Fiction/Non Fiction In Grade 5, the areas of deficiencies were reporting categories 2 and 4; Reading Application and Informational Text/Research Process.	In grade 3, Teachers will provide enrichment activities that allow students to identify relationships embedded in text, utilize graphic organizers and focus on what the author thinks and feels. In grade 4, teachers will provide enrichment activities using poetry to identify descriptive language that defines moods and provides imagery. In grade 5, students should focus on what the author thinks and feels; students will use non-fiction articles and editorials for instruction.	Administrators and LLT	Ongoing progress monitoring assessments with an emphasis on Reading Application Skills. Classroom walkthroughs will be conducted to ensure strategies are being utilized. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: School Based monthly benchmark assessments and District Interim Assessments Summative: 2013 FCAT 2.0 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 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
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 Test indicate that 81% of students made Learning Gains. Our goal for the 2012-2013 school year is to increase students making learning gains by 5 percentage points to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(79)	86%(83)

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 minimal growth as noted on the 2012 administration of the FCAT Reading Test in grade 3 was Reporting Category 2 Reading Application. In grade 4, the area of deficiency was reporting category 3, Literary analysis. In grade 5, the area of deficiency were reporting categories 2 and 4; Reading Application and Informational Text	In grades 3-5, During pre-reading activities, students will be provided instruction in determine meanings of words by using context clues. In grades 3-5, Students will utilize SuccessMaker and Reading Plus to strengthen Reading Application. In grade 3, teachers will implement the use of the Crosswalk Coach books to incorporate the Common Core Curriculum standards.	Administrators and LLT.	Ongoing progress monitoring assessments with an emphasis on Reading Application to ensure students are making adequate progress. Classroom walkthroughs will be conducted to ensure strategies are being utilized during delivery of instruction. The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: School Based monthly benchmark assessments and District Interim Assessments Summative: 2013 FCAT 2.0 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 reading.	N/A

Reading Goal #3b:	
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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 83% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students making learning gains by 5 percentage points to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(N<30)	88%(N<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	As noted on the administration of the 2012 FCAT 2.0 Reading test the number of students in the Lowest 25 % making learning gains increase by 13 percentage points as compared to the administration of the 2011 FCAT Reading Test. The area of minimal growth as reported on the 2012 FCAT reading test in grade 3, was reporting category 2 Reading Application. In grade 4, the area of deficiency was category 3; Literary Analysis In grade 5, the area of deficiency were reporting categories 2and 4; Reading Application and Informational Text.	Implement intervention during school hours in grades 3-5 using Voyager,Successmaker, and Reading Plus. In grade 3, teachers will reteach text structures such as cause/effect, compare/contrast and chronological order. In grade 4, teachers will help students to understand character development and character point of view. In grade 5, teachers will reteach by providing practice in identifying topics and themes within and across texts.	Administrators LLT, and MTSS/RtI Team	Review monthly progress monitoring data from Voyager, SuccessMaker, and Reading Plus. Participate in Data Chats to discuss test results and determine areas of weakness. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Reading Plus assessment reports, FAIR and Voyager progress monitoring data . Summative: 2013 FCAT 2.0 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%.	Reading Goal # 5A : Our goal is to decrease by 50% the non-proficient students from the Baseline of 2011 to the administration of 2017 FCAT 2.0

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 69% of the students in the white subgroup achieved proficiency. Our goal for the 2013 FCAT 2.0 is to increase proficiency by 17 percentage points to 86%. The Black subgroup from 53% to 57%, which is an increase of 4 percentage points. The Hispanic subgroup from 67% to 68%, which is an increase of 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:69% (35) Black:53% (18) Hispanic:67%(53) Asian: N/A American Indian: N/A	White: 86%(44) Black: 57%(19) Hispanic:68%(54) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of minimal growth as reported on the 2012 FCAT reading test in grade 3, was reporting category 2 Reading Application. In grade 4, the area of deficiency was category 3; Literary Analysis In grade 5, the area of deficiency were reporting categories 2and 4; Reading Application and Informational Text.	In grade 3 teachers will provide practice for students to become familiar with text structures such as cause/effect, compare/contrast and chronological order. In grade 4, provide practice for students in using how to articles, brochures, flyers and other real world documents to identify text features. In grade 5, provide practice for students in making inferences and drawing conclusions within and across texts.	Administrators LLT, and MTSS/RtI Team	Ongoing progress monitoring with an emphasis on Reading Application. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Reading Plus assessment reports, FAIR and Voyager progress monitoring data . Summative: 2013 FCAT 2.0 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:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 48% of students in the English Language Learners subgroup did not achieve proficiency. Our goal is to increase student proficiency by 2 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (17)	50%(18)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of minimal growth as reported on the 2012 FCAT reading test in grade 3, was reporting category 2 Reading Application. In grade 4, the area of deficiency was category 3; Literary Analysis In grade 5, the area of deficiency were reporting categories 2and 4; Reading Application and Informational Text.	In grades 3 through 5, teachers will use task cards and graphic organizers to help students increase reading comprehension.	Administrators LLT, and MTSS/RtI Team	Ongoing progress monitoring with an emphasis on Reading Application. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Reading Plus assessment reports, FAIR, SuccessMaker and Voyager progress monitoring data . Summative: 2013 FCAT 2.0 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 reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 25% of students in the students with disabilities subgroup did not achieve proficiency. Our goal is to increase student proficiency by 4 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(3)	29%(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	The area of minimal growth as reported on the 2012 FCAT reading test in grade 3, was reporting category 2 Reading Application. In grade 4, the area of deficiency was category 3; Literary Analysis In grade 5, the area of deficiency were reporting categories 2and 4; Reading Application and Informational Text.	In grade 3, teachers will use story maps and modeling techniques to target reading application. In grade 4, teachers will use chucking, retelling and audio books to help students analyze fiction and nonfiction text. In grade 5, teachers will use the think, pair, share strategy and summarizing to target reading application skills.	Administrators LLT, and MTSS/RtI Team	Ongoing progress monitoring with an emphasis on Reading Application. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Reading Plus assessment reports, FAIR, SuccessMaker and Voyager progress monitoring data . Summative: 2013 FCAT 2.0 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:	
5E. Economically Disadvantaged students not making	The results of the 2012 FCAT 2.0 Reading Test indicate

satisfactory progress in reading. Reading Goal #5E:	that 58% of students in the economically disadvantaged subgroup did not achieve proficiency. Our goal is to increase student proficiency by 5 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(57)	63%(62)

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 minimal growth as reported on the 2012 FCAT reading test in grade 3, was reporting category 2 Reading Application. In grade 4, the area of deficiency was category 3; Literary Analysis In grade 5, the area of deficiency were reporting categories 2and 4; Reading Application and Informational Text.	In grade 3, teachers will use the K-W-L strategy and task cards to target reading application skills. In grade 4, teachers will use illustrations and diagrams, key vocabulary and audio books to target the literary analysis strategy. In grade 5, teachers will use graphic organizers such as venn diagrams and highlighting text to target the reading application strategy.	Administrators LLT, and MTSS/RtI Team	Ongoing progress monitoring with an emphasis on Reading Application. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Reading Plus assessment reports, FAIR, SuccessMaker and Voyager progress monitoring data . Summative: 2013 FCAT 2.0 Assessment

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 (CCSS)	K-3rd	Christine Master	K, 3rd, Gifted, Principal	6/25/12-6/28/12	School implementation of CCSS	Administration/ Reading Liaison
Reading Plus Training	2nd-5th grade Reading	Meagan McCue	2nd -5th grade reading teachers	10/26/12	Reading Plus Reports	Administration/ Reading Liaison

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Correlate Common Core Standards	Crosswalk Coach	EESAC	$825.00
			Subtotal: $825.00
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: $825.00

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:	The results of the 2012 CELLA test indicate that 43% of the students achieved proficiency in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
43%(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 CELLA test 57% of the students tested were not proficient in Listening. As noted in the administration of the 2012 CELLA test 57% of the students were non proficient in Speaking.	Provide language experience approach in the classroom including retelling of events and reactions. Provide cooperative learning activities through group reports and group projects.	Administrators	Ongoing progress monitoring assessments with an emphasis on Speaking/Listening. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks/skills and to monitor the effectiveness of the strategy being utilized.	2013 CELLA Test

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:	The results of the 2012 CELLA test indicate that 27% of students achieved proficiency in Reading.

2012 Current Percent of Students Proficient in reading:
27%(22)

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 in the results of the 2012 CELLA test 73% of the students tested were not proficient in Reading.	Provide activities in activating prior knowledge, picture walks, predictions, read-alouds and chunking.	Administrators	Ongoing progress monitoring with an emphasis on Reading. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks/skills and to monitor the effectiveness of the strategy being utilized.	2013 CELLA test

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA test indicate that 27% of students achieved proficiency in Writing.
2012 Current Percent of Students Proficient in writing:	
27%(22)	

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 in the results of the 2012 CELLA test 73% of the students tested were not proficient in Writing.	Provide activities in process writing by using the following steps: planning, drafting, revising, editing and publishing as well as sharing and responding to writing.	Adminsitrators	Ongoing progress monitoring with an emphasis on Writing. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks/skills and to monitor the effectiveness of the strategy being utilized.	2013 CELLA test

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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 32% of the students achieved Level 3. Our goal for the 2012-2013 school year is to increase the level of student proficiency by 1 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(53)	33%(55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in grade 3 was Fractions. In grade 4, the area of greatest deficiency was Geometry and Measurement. In grade 5, the area of greatest deficiency was Expressions and Equations.	In grade 3, Students will use Gizmos to develop an understanding of fractions and fraction equivalents. In grade 4, teachers will Develop in students an understanding of area and determine the area of two-dimensional shapes; classifying angles; describing the results of transformations; and building three dimensional objects from a two dimensional representation and vice versa. In grade 5, Students will use Gizmos to develop an understanding of mathematical relationships using expressions and equations.	Administrators	Review classroom monthly assessments and look for an increase in student achievement to ensure that progress is being made and adjust instruction accordingly The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: School based monthly benchmark assessments and District Interim Assessments Summative: 2013 FCAT 2.0 Assessment
2					

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
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 Mathematics Test indicate that 38% of students achieved above proficiency. Our goal for the 2012-2013 school year is to increase the level of students achieving above proficiency by 1 percentage point to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(64)	39%(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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in grade 3 was Fractions. In grade 4, the area of greatest deficiency was Geometry and Measurement. In grade 5, the area of greatest deficiency was Expressions and Equations.	In grade 3, teachers will engage students in enrichment activities to solve non routine problems using fractions and fraction equivalence. In grade 4, teachers will provide students with opportunities to develop an understanding of three dimensional shapes and analyze their properties. Provide students with opportunities to solve problems requiring attention to approximations and derive and apply formulas for areas. In grade 5, provide enrichment activities using the properties of equality to solve real world situations.	Administrators	Review classroom monthly assessments and look for an increase in student achievement to ensure that progress is being made and adjust instruction accordingly. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Monthly benchmark assessments, District Interims. Summative: 2013 FCAT 2.0 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.	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
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. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 68% of students made Learning Gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making Learning Gains by 5 percentage points to 73 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(66)	73%(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 2.0 Mathematics Test in grade 3 was Fractions. In grade 4, the area of greatest deficiency was Geometry and Measurement. In grade 5, the area of greatest deficiency was Expressions and Equations.	In grades 3-5, teachers will Implement Daily Benchmark review lessons in which Strands in Mathematics are reviewed on a daily basis with opportunities to complete hands-on activities. Teachers will also support instruction with Florida Coach, New Gold Editio	Administrators, MTSS/RtI team	On-going Progress Monitoring Assessments with an emphasis on meeting individualized goals. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Progress Monitoring Assessments, Weekly data reports including SuccessMaker, and Riverdeep. School Wide Assessments and District Interim Assessments. Summative: 2013 FCAT 2.0 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:	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate that 70% of the students in the Lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the Lowest 25% making learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(N<30)	75%(N<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	As noted on the 2012 FCAT 2.0 Mathematics administration, the percentage of students making learning gains increased from 60% on the 2011 administration to 70% on the 2012 administration. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in grade 3 was Fractions. In grade 4, the area of greatest deficiency was Geometry and Measurement. In grade 5, the area of greatest deficiency was Expressions and Equations.	In grade3, provide students with reteaching activities to develop an understanding of fractions and fraction equivalence using Think Central. In grade 4, provide students with reteaching activities to develop an understanding of three dimensional shapes using SuccessMaker. In grade 5, provide students with reteaching activities to develop an understanding of expressions and equations by using Think Central.	Administrators, MTSS/RtI Team	Review data reports weekly to include Success Maker, GIZMOS, Riverdeep, FCAT Explorer to reward students who are meeting individualized goals. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Weekly data reports including Success Maker, GIZMOS, Riverdeep and FCAT Explorer. Summative: 2013 FCAT 2.0 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 # 5A : 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
	66	69	72	75	78	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	As noted in the Administration of the 2011-2012 FCAT 2.0 82% of the White subgroup made satisfactory progress. Our goal for the 2013 FCAT 2.0 is to increase the level of proficiency 4 percentage points to 86%. Our goal for the Black subgroup is to increase the level of proficiency 1 percentage point from 53% to 54%. Our goal for the Hispanic subgroup is to increase the level of proficiency 3 percentage points from 71% to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:82% (42) Black:53% (18) Hispanic:71%(56) Asian:N/A American Indian:N/A	White 86%(44) Black:54% (18) Hispanic: 74%(58) Asian:N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in grade 3 was Fractions. In grade 4, the area of greatest deficiency was Geometry and Measurement. In grade 5, the area of greatest deficiency was Expressions and Equations.	In grade 3, students will develop an understanding of fractions and fraction equivalence using physical models. In grade 4, students will develop an understanding of area of two dimensional shapes using manipulatives. In grade 5, use properties of equalities to solve numerical and real world situations.	Administrators	Review classroom monthly assessments and look for an increase in student achievement to ensure that progress is being made and adjust instruction accordingly. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Weekly data reports including Success Maker, GIZMOS, Riverdeep and FCAT Explorer. Summative: 2013 FCAT 2.0 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:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	As noted in the administration of the 2011-2012 FCAT 2.0 60% of the English Language Learners made satisfactory progress. Our goal for the 2013 FCAT 2.0 is to increase by 1 percentage point to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(21)	61% (21)

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 2.0 Mathematics Test in grade 3 was Fractions. In grade 4, the area of greatest deficiency was Geometry and Measurement. In grade 5, the area of greatest deficiency was Expressions and Equations.	In grade 3, teachers will use manipulatives to help students develop and understanding of fractions and fraction equivalence. In grade 4, teachers will use manipulatives to help students develop an understanding of area and determine the area of two dimensional shapes. In grade 5, teachers will use manipulatives to help students develop an understanding of and fluency with division of whole numbers.	Administrators	Review classroom monthly assessments and look for an increase in student achievement to ensure that progress is being made and adjust instruction accordingly. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Weekly data reports including Success Maker, GIZMOS, Riverdeep and FCAT Explorer. Summative: 2013 FCAT 2.0 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:	As noted in the administration of the 2011-2012 FCAT 2.0 25% of the students with disabilities made satisfactory progress. Our goal for the 2013 FCAT 2.0 is to increase by 11 percentage point to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3)	36% (4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test in grade 3 was Fractions. In grade 4, the area of greatest deficiency was Geometry and Measurement. In grade 5, the area of greatest deficiency was Expressions and Equations.	In grade 3, teachers will use manipulatives to help students develop and understanding of fractions and fraction equivalence. In grade 4, teachers will use manipulatives to help students develop an understanding of area and determine the area of two dimensional shapes. In grade 5, teachers will use manipulatives to help students develop an understanding of and fluency with division of whole numbers.	Administrators	Review classroom monthly assessments and look for an increase in student achievement to ensure that progress is being made and adjust instruction accordingly. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Weekly data reports including Success Maker, GIZMOS, Riverdeep and FCAT Explorer. Summative: 2013 FCAT 2.0 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicates that 60%% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase the level of student proficiency by 3 percentage points to 63% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (59)	63% (62)

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 2.0 Mathematics Test in grade 3 was Fractions. In grade 4, the area of greatest deficiency was Geometry and Measurement. In grade 5, the area of greatest deficiency was Expressions and Equations.	In grades 3 through 5, teachers will Implement a rotation schedule for small group instruction during the mathematics 60 minutes instructional block; provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives in order to develop an understanding of mathematical concepts.	Administratiors, MTSS/RtI team	MTSS/RtI Leadership Team will meet after each assessment in order to analyze data and review student progress. Classroom walkthroughs will be conducted by administration in order to evaluate lesson plans to ensure strategies are addressed effectively in daily instruction. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: District, and School-site assessment data,Riverdeep, and SuccessMaker. Summative: 2013 FCAT 2.0 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
Edusoft Training	K-5th	Marchel Woods	Classroom Teachers	September 12, 2012	Edusoft Reports	Administration
Go Math Training	K-5th	Gwen Von Werner	Math Teachers	September 19, 2012	Classroom walk throughs	Administration
Smart Board Training	K-5th	Alex Tejero	Classroom Teachers	October 26, 2012	Classroom walk throughs	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To assist with the implementation of additional benchmark practice lessons in Mathematics.	Florida Coach, New Gold Edition	EESAC	$625.00
			Subtotal: $625.00
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: $625.00

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:	On the 2012 administration of the Science FCAT 2.0, 30% of students achieved proficiency. Our goal for the 2012- 2013 school year is to increase student proficiency by 3 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(16)	33%(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	The areas of greatest deficiency as noted on the 2012 administration of the science FCAT 2.0 was Physical Science.	Provide opportunities for students to designs and develop science and engineering projects to increase scientific thinking. Provide opportunities for teachers to develop PLC's of elementary science teachers to collaborate and implement inquiry based learning in	Administration, Science Liaison	Review the results of school-based mini-assessments, district interim assessments, and lab reports. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the	Formation: GIZMOS report Summative: 2013 Science FCAT 2.0

		Physical Science. Utilize the Science Florida Coach to support inquiry-based learning in Physical Science.		targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	

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
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:	On the 2012 administration of the Science FCAT, 26% of students achieved Levels 4 and 5. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage point to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(14)	28%(15)

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 areas of minimal growth as noted on the 2012 administration of the science FCAT were Physical Science and Nature of Science.	Provide enrichment activities for students to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate	Administrators	Review the results of school-based mini-assessments, district interim assessments, and lab reports. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks	Formative: GIZMOS report Summative: 2013 Science FCAT 2.0

		conclusions, and apply key instructional concepts.		and to monitor the effectiveness of the strategy being utilized.	

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
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
P-SELL Training	5th grade Science Teacher	Dr. Lanier	Mrs. Romaguera	August 6, 7, 8, 2012	Classroom walk throughs	Administration

Science Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To assist in the implementation of Science based lessons to increase critical thinking	Florida Coach	School Budget	$600.00
			Subtotal: $600.00
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: $600.00

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 maintain the percentage of students achieving Level 3 at or above 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%(53)	95%(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	The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was elaboration, support and conventions.	During writing instruction provide students with opportunities in creating precision and interest by expressing ideas vividly through varied language techniques. Provide students with the opportunities to practice using correct punctuation including end punctuation , apostrophes, commas, colons and quotation marks using Houghton Mifflin Harcourt English Workbook.	Administrators	Administer and score monthly writing prompts to monitor students' progress and to adjust focus as needed. These prompts will be maintained in student writing notebooks and portfolios. The Florida Continuous Improvement Model (FCIM) will be utilized to disaggregate and analyze the data in order to identify areas of weakness in the targeted benchmarks and to monitor the effectiveness of the strategy being utilized.	Formative: Monthly Writing Prompts, District Pre/Post Test Summative: 2013 FCAT 2.0 Writing

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
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
FCAT Writing Workshop	K-5th	Mrs. Marmesh/Mr.Tejero	Classroom Teachers	November 6, 2012	Monthly Writing Assessments	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To increase conventional writing skills for students in order to obtain higher scores on the 2013 FCAT writing.	Houghton Mifflin Harcourt	School Budget	$325.00
			Subtotal: $325.00
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: $325.00

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 goal for this year is to increase attendance to 96.44% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences and excessive tardiness
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.94% (371)	96.44% (373)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
101	96
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
87	83

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	Our school's student attendance rate in the 2012-2013 school year was ¬¬¬¬¬95.94% due to student illnesses and truancy. Our school's percentage of students with 10 or more tardies is 87%for the 2011-2012 school year.	Identify and refer students who may be developing a pattern of nonattendance to the school counselor. Initialize strategies in order to provide intervention services before 10 days of Excessive Absences. Classes with 100% attendance will receive monthly incentives from the school. Counselor will monitor attendance on the attendance bulletin board. Identify and refer students who may be developing a pattern of tardiness to the school counselor in order to provide intervention before 10 tardies occur.	Administrators, Counselor	Monitor the daily Attendance Roster weekly and keep tabs of the number of students who are approaching or have approached the 5 day window. Keep monthly logs on the overall number of students who have reached the 10 day maximum and adjust intervention strategies as needed.	Formative: Daily Attendance Bulletin and Truancy Child Study Team logs. Summative: COGNOS Reports

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
Opening of School Meeting	Attendance	Angelica Yanez	Vernette Dupuch	August 14, 2012	Monitor individual student attendance	Administration/ Counselor
FTE October	Attendance	Vanessa Byers	Vernette Dupuch	October 2, 2012	Monitor individual student attendance	Administration/ Counselor
FTE February	Attendance	Vanessa Byers	Vernette Dupuch-Registrar	February 2013	Monitor individual student attendance	Administration/ Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Provide Incentives for students with improved attendance	EESAC	$250.00
			Subtotal: $250.00
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: $250.00

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 amount of outdoor suspension by 1 percentage point from 13% to 12%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
20	18
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
13	12

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for students to be recognized for positive behavior if students have received an indoor or outdoor suspension.	Recognize positive character traits through “Student of the Month” and “Citizenship” recognition.	Administrators, Counselor	Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Formative: Participation log for students who are recognized for complying with the Student Code of Conduct along with monitoring the referrals in ISIS. Summative: COGNOS Reports

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school wide activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
11%(43)	12%(47)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of participation in school wide activities by parents of Economically Disadvantaged students due to limited communication tools.	Invite ED families to attend school wide activities including PTA meetings and parent Group programs. Establish roles and responsibilities regarding school related activities.	Administrators, Counselor	Review sign-in sheets/logs to determine the number of parents attending School or community events.	Formative: Daily Sign-in Attendance Logs Summative: Annual Attendance Logs
	Parents have limited understanding of grade level benchmarks and how to assist their children when preparing	Family members, students and teachers will be invited to participate in workshops that provide	Administrators, Counselor	Increase attendance at Standardized Assessments Parent/Child Workshops as monitored by sign-in	Formative: Daily Sign-in Attendance Logs Summative: Annual Sign-in

2	for standardized assessments.	tips on preparing students for the standardized assessments. Basic content skills will be presented to help parents review skills at home. A Science Fair parent workshop will be conducted to help parents assist students with understanding the scientific process.		logs.	sheets

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Learning Village Workshop	K-5th	Administration Counselor	Parents/Guardians	August 2012 -June 13,2013	Log in sheets to determine the number of parents in attendance	Administration /Counselor

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Based on the analysis of student achievement data, our school would benefit from improving on a school wide Science Fair Program. Based on the analysis of student achievement data, our goals is to increase the amount of technology resources (i.e. smartboards, innovative computer learning software programs and updated computers) available in every classroom.

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 anticipated barrier is the limited amount of time for science instruction.	Utilizing cooperative learning teams in the classroom to practice and develop knowledge of the scientific method. The school will participate in the Fairchild Challenge	Administration	School wide science fair results	Formative: Number of projects entered in the Science Fair Summative: 2013 Science FCAT 2.0 Assessment
2	The anticipated barrier is funding.	Collaborate with stakeholders (ie PTA, Community Businesses, and Organizations) in order to obtain funding or donations.	Administration	School-wide Fundraising events. Maintain records of technology resources purchased or donated.	Formative – Number of technology resources purchased for classrooms. Summative: 2013 Science FCAT 2.0 Assessment

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Correlate Common Core Standards	Crosswalk Coach	EESAC	$825.00
Mathematics	To assist with the implementation of additional benchmark practice lessons in Mathematics.	Florida Coach, New Gold Edition	EESAC	$625.00
Science	To assist in the implementation of Science based lessons to increase critical thinking	Florida Coach	School Budget	$600.00
Writing	To increase conventional writing skills for students in order to obtain higher scores on the 2013 FCAT writing.	Houghton Mifflin Harcourt	School Budget	$325.00
Attendance	Truancy Prevention	Provide Incentives for students with improved attendance	EESAC	$250.00
				Subtotal: $2,625.00
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: $2,625.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

( ) Priority ( ) Focus ( ) Prevent ( ) NA

Are you a reward school: (•) Yes ( ) No

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

No Attachment (Uploaded on 10/12/2012)

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
FCAT Materials: Crosswalk Coach, Florida Coach and Incentives.	$1,700.00

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

To monitor the implementation of the School Improvement Plan and review and provide input on curriculum matters as it relates to student achievement. In addition, the SAC will facilitate and assist with the implementation of the school's RTI/MTSS and Literacy Team.

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
COCONUT GROVE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	80%	80%	50%	291	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	70%			143	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)	60% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					564	
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
COCONUT GROVE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	77%	88%	46%	289	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	64%	69%			133	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?	43% (NO)	67% (YES)			110	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					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested