



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Coral Park Elementary School

1225 SW 97TH AVE

Miami, FL 33174

305-221-5632

<http://coralparkelementary.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Coral Park Elementary School

Principal

Maria F. Nunez

School Advisory Council chair

Mayte Fuentes

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jeannie Verde	Pre-K Leader
Teresa Diaz	Kindergarten Leader
Irma Silvera	First Grade Leader
Jennifer Campbell	Second Grade Leader
Maria Casanova	Third Grade Leader
Lazaro Valdes	Fourth Grade Leader
Marie Diaz	Fifth Grade Leader
Maruja Mulet	Special Area Leader
Stephanie Acosta	ESE Department Leader
Marie Meilan	Media Specialist
Elizabeth Sanchez	Assistant Principal

District-Level Information

District

Dade

Superintendent

Alberto M. Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The EESAC is comprised of 1 school principal, 1 chairperson, 1 United Teachers of Dade steward, 5 teachers, 2 alternates, 5 parents and 3 community liaisons.

Involvement of the SAC in the development of the SIP

The EESAC is involved in developing the goals and objectives for the School Improvement Plan (SIP) based on feedback provided by each grade level/department on the End of Year SIP Recommendation/ Review form. The original draft of the School Improvement Plan is reviewed by EESAC who makes committee recommendations. Once the corrections are made, the SIP is reviewed by EESAC and the final approval is given. The SIP is then implemented school-wide.

Activities of the SAC for the upcoming school year

The EESAC meets on a monthly basis and collaborates with teachers and administrators in monitoring school-wide and sub-group data and student progress. The EESAC will also be working on incentives to motivate students to meet their academic goals.

Projected use of school improvement funds, including the amount allocated to each project

EESAC will use \$3,840.00 of its current budget to improve instructional technology. Improvements include additional computer stations and the update of current ones. The EESAC will also focus on supplying instructional materials that support the teacher's ability to improve lesson plan design to achieve learning gains in the classroom.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria F. Nunez

Principal

Years as Administrator: 16

Years at Current School: 13

Credentials

1986 - 35 Credits
in Counseling
1982 - MS,
Administration
and Supervision
1975 - BS,
Psychology and
Elementary Ed.
FL Certification in
Elementary Ed.
and School
Principal

Performance Record

2013 2012 2011 2010 2009
School Grade A A A B B
High Standards Rdg. 79 81 94 95 85
High Standards Math 83 87 95 94 89
Lrng Gains-Rdg. 75 75 73 75 78
Lrng Gains-Math 66 84 69 75 77
Gains-Rdg-25% 75 76 76 77 70
Gains-Math-25% 51 86 78 76 77
AMO's
Reading 79
Mathematics 83

Elizabeth Sanchez

Asst Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

Degree: Educational Specialist in Educational Leadership
 Master of Science in Secondary Social Studies Education
 Bachelors of Science in Anthropology and Sociology
 Certifications/
 Endorsements:
 MG SOCIAL SCI,
 ED LEADERSHIP

Performance Record

2013
 School Grade A
 High Standards Rdg. 79
 High Standards Math 83
 Lrng Gains-Rdg. 75
 Lrng Gains-Math 66
 Gains-Rdg-25% 75
 Gains-Math-25% 51
 AMO's
 Reading 79
 Mathematics 83
 Miami Senior High 2012 2011 2010
 School Grade B B C
 High Standards Rdg. 36 34 32
 High Standards Math 49 64 67
 Lrng Gains-Rdg. 64 50 51
 Lrng Gains-Math 68 70 78
 Gains-Rdg-25% 69 59 55
 Gains-Math-25% 79 66 79

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marisol Perez		
Full-time / School-based	Years as Coach: 4	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	2007 - MS Reading K-12 Education - Master of Science 2004 - BS Elementary Education Graduated cum laude - Bachelor of Science	
Performance Record	2013 2012 2011 2010 2009 School Grade A A A B B High Standards Rdg. 79 81 94 95 85 High Standards Math 83 87 95 94 89 Lrng Gains-Rdg. 75 75 73 75 78 Lrng Gains-Math 66 84 69 75 77 Gains-Rdg-25% 75 76 76 77 70 Gains-Math-25% 51 86 78 76 77 AMO's Reading 79 Mathematics 83	

Classroom Teachers

# of classroom teachers	79
# receiving effective rating or higher	76, 96%
# Highly Qualified Teachers	127%
# certified in-field	79, 100%
# ESOL endorsed	66, 84%
# reading endorsed	3, 4%
# with advanced degrees	33, 42%

National Board Certified

5, 6%

first-year teachers

0, 0%

with 1-5 years of experience

5, 6%

with 6-14 years of experience

47, 59%

with 15 or more years of experience

27, 34%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The school's strategies include: in-house professional development, peer mentoring programs, and sharing of best practices through professional learning communities at grade level and faculty meetings.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentoring program includes:

1. The Mentoring and Induction for New Teachers (MINT) program which assists in providing guidance and support to beginning teachers by pairing them with more experienced teachers.
2. Weekly grade levels that assist with lesson plan design, teaching strategies, and classroom management.
3. Instructional support from the Reading Coach whom models lessons for teachers new to the district, school-site and/or grade-level.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Rtl Leadership Team meets every Thursday, at 2:00 pm. The team discusses data generated by State, District, and School based assessments and makes the necessary changes according to the required Pacing Guides. The Rtl Team's primary goal is to ensure student mastery of the NGSSS benchmarks and Common Core Standards. The team collaborates, discusses problems, shares best practices, makes decisions, identifies professional development opportunities/needs and discusses upcoming events. School-wide programs are monitored to ensure fidelity and stakeholder participation. The decisions made by the Rtl Team are implemented, in collaboration with EESAC, in to the SIP. The role of the Exceptional Student Education (ESE) teacher is to participate in student data collection, integrating core instructional activities and materials, and collaborate with general education teachers through the co-teaching model to support individual student need.

The Reading Coach leads and evaluates school reading programs by analyzing data to identify students recommended for tiered intervention, delivering professional development, and providing teacher support for reading strategies.

Student Services Personnel provide social-emotional, linguistic, and behavioral services and expertise on issues ranging from program design to student assessment.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS/Rtl Leadership Team assists in the disaggregation of data, determining the effectiveness of the SIP, and suggesting instructional adjustments aimed at improving student achievement.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

School prescribed systems include pre/post tests, regularly scheduled FCAT simulated tests, quarterly STAR tests, Reading Plus reports, and Successmaker Initial Placement tests.

District/State systems include District Interim Assessments, FAIR, and the FCAT.

Other systems including the FAIR, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), and Bilingual Assessment are administered on an ongoing and as needed basis.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources and management systems used by the school are introduced during the teacher workdays at the opening of schools. Further information is disseminated during grade level meetings and refresher workshops held throughout the school school-year. The data sources include FAIR, STAR, Success Maker, FCAT, student grades, and Interim Assessments.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administrators and Rtl Team will attend district trainings in MTSS/Rtl problem solving methods for Tier 1, 2 and 3 students.

Staff will participate in the Florida Rtl online training.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 162,000

Coral Park Elementary (CPE) has created the CPE Prep program for its before and after-school extended day programs for students in grades 3 through 5. The Prep initiative provides tutoring to at-risk students currently enrolled in the extended day programs and pairs them with a CPE teacher for assistance in core academic subjects including mathematics, reading, and science. In addition, students in PK through Grade 2 are provided with homework assistance and enrichment activities. The program runs Monday through Friday from 7:30 am - 8:15 am and 2:00 pm - 6:30 pm.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers monitor student progress in reading and mathematics by accessing data reports from Success Maker and Study Island programs. In addition, Reading Plus and Accelerated Reader programs are utilized to assess progress in reading comprehension, fluency, and vocabulary. The school-wide data is reviewed on a weekly basis and adjustments are made to maximize extended learning opportunities.

Who is responsible for monitoring implementation of this strategy?

The LLT is responsible for monitoring the program.

Strategy: Weekend Program**Minutes added to school year: 2,400**

Saturday school is available from 9:00 am - 11:00 am for students in grades 3 through 5 in core academic subjects. In grades 3 through 5, math and reading skills are taught by CPE teachers based on data from baseline and or interim data. In addition, writing mini lessons are addressed in grade 4 and science is addressed in grade 5.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

During the course of the year and regular school-day, students take assessments that are calibrated and used to determine benchmarks to be addressed during Saturday school.

Who is responsible for monitoring implementation of this strategy?

The teachers and Principal are responsible.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Marisol Garrido	Reading Coach
Monica Rodriguez	Counselor
Fredrelette Pickett	Assistant Principal
Elizabeth Sanchez	Assistant Principal
Marie Meilan	Media Specialist
Dania Baltodano	Kindergarten Teacher
Giselle Mendez	First Grade Teacher
Madelyn Monje	Second Grade Teacher
Rocio Illescas	Third Grade Teacher
Mayte Fuentes	Fourth Grade Teacher
Michelle Gonzalez	Fifth Grade Teacher

How the school-based LLT functions

The LLT uses a cross section of the faculty and administration that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach is an integral part of the LLT.

In particular, grade level teachers provide expertise on core instruction, participate in student data collection, align instructional focus, discuss teaching strategies, interventions, and mentor new teachers to the school or grade level. In addition, teachers plan and implement intervention programs for Tier 2 and 3 students in their respective grade-levels and/or subjects. The Reading Coach develops, leads, and evaluates school reading programs; analyzes data to identify students for intervention strategies;

delivers professional development; and provides support for reading strategies.

The Literacy Leadership Team meets every Tuesday at 7:45 am. The main function of the team is to identify and discuss achievement data at the school, grade, and sub-group level. The team collaborates, solves problems, shares best practices, makes decisions, and identifies professional development opportunities in order to promote literacy in a positive manner. School-wide programs are monitored regularly to check fidelity and participation.

Major initiatives of the LLT

The major initiatives of the LLT will be to: 1) analyze standardized data, i.e. FCAT Reading and Writing results, District Interim Assessments, SAT data 2) promote literacy by creating school-wide activities that create excitement while addressing fluency and comprehension, i.e. Battle of the Books, Accelerate Reader competitions 3) adhering to the Comprehensive Research based Reading Plan to improve success on the FCAT 2.0 and Common Core Assessments.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers meet on a weekly basis to plan, discuss assessment results, and share reading strategies that have been effective in classroom instruction (best practices). Teachers are the primary conduit in promoting school-wide reading incentives such as the Accelerated Reader program. They chart their students' reading progress and continually discuss and promote literacy through the use of leveled classroom libraries, weekly visits to the media center, and assignment of reading logs and/or reading requirements.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Voluntary Pre-Kindergarten (VPK) uses the Houghton Mifflin Pre-K curriculum, a hands-on, minds-on curriculum that is based on scientific research. Student data is used to plan daily academic and social instruction for all students and for groups of students who may need intervention beyond core instruction. Effective January 2013, VPK classrooms will begin implementing Scholastic "Big Day" for Pre-K curriculum.

VPK students are administered the Florida VPK Assessment three times a school-year. This assesses students within the following areas: phonemic awareness, print awareness, oral language/vocabulary, and mathematics. All students are tested using the OLPSR Assessment to identify English Language Learners (ELL) status prior to Kindergarten placement. Teachers meet three times a year to assess student learning gains and inform parents of areas of concern. Articulation meetings are held at the end of the year with Kindergarten teachers and VPK parents to determine proper grade level placement. VPK classrooms also offer the Model Console. This model provides monthly student consultation services from a SPED teacher, up to and including speech therapy.

Coral Park Elementary (CPE) students who complete the VPK program have scored in the ninetieth percentile in the PK Readiness Score sponsored by the Florida Department of Education which measures Kindergarten readiness for 5 consecutive years.

CPE offers two VPK Special Education (SPED) programs. One is a half-day reversed mainstream program that includes three year old role models whom are paired with four year old children with disabilities. The other program is a full day reversed mainstream program with 10 children with disabilities and 4 VPK students. This program uses the Florida VPK Assessment three times a school-year. Pre and post tests in Preschool Early Literary Indicators (PELI), Battelle Developmental Inventory

(BDI-2), and the Devereux Early Childhood Assessment (DECA) are utilized in assessing all students with disabilities. In addition, the High/Scope Observation Record is utilized to further support correct placement at the end of the school-year. Articulation meetings are held at the end of the year with Kindergarten teachers and VPK parents to determine proper grade level placement.

The Pre-K SPED program uses the High Scope (H/S) and Building Early Language and Literacy (BELL) curricula. The H/S curriculum assists young children in language and cognitive learning to promote independence, curiosity, decision-making, cooperation, persistence, creativity, and problem solving; the fundamental skills that help determine success in adult life. The BELL program utilizes children's literature to build concepts and vocabulary to promote awareness of story sequencing and characters.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

KIDS AND THE POWER OF WORK (KAPOW): KAPOW, a program of the National Child Labor Committee offered to our students in Fourth Grade, is a national network of businesses and elementary school partnerships which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom. In addition, students make one visit to the workplace to participate in hands-on activities. KAPOW lays a foundation for young students, introducing them to work related concepts and experiences that can be continually reinforced throughout the formative years.

In addition, the school sponsors a Career Day where individuals from a broad range of industries teachers students about career possibilities and goal setting.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	79%	No	85%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	83%	79%	No	84%
White	93%	81%	No	94%
English language learners	75%	71%	No	78%
Students with disabilities	57%	42%	No	61%
Economically disadvantaged	80%	78%	No	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	139	25%	24%
Students scoring at or above Achievement Level 4	312	57%	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	28%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	216	47%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	154	35%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	151	34%	41%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	129	77%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	83%	No	87%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	84%	82%	No	86%
White	93%	88%	No	94%
English language learners	76%	75%	No	78%
Students with disabilities	60%	55%	No	64%
Economically disadvantaged	83%	81%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	139	25%	29%
Students scoring at or above Achievement Level 4	312	57%	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	61%
Students scoring at or above Level 7		[data excluded for privacy reasons]	1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		51%	56%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	20%	22%
Students scoring at or above Achievement Level 4	120	57%	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		13
Participation in STEM-related experiences provided for students	1045	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	50	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	50	4%	3%
Students who are not proficient in reading by third grade	35	20%	18%
Students who receive two or more behavior referrals	34	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Goals Summary

- G1.** The reading goal is to increase students' comprehension of rigorous text through the use of "reading for meaning" strategies concentrating on Students with Disabilities and the Economically Disadvantaged subgroups.
- G2.** The writing goal is to increase students scores on the FCAT 2.0 Writing.
- G3.** The math goal is to continue to use the Mathematical Practices of the Common Core State Standards to support rigorous curriculum and focus on Students with Disabilities and the Economically Disadvantaged subgroups.
- G4.** The science goal is to increase student proficiency levels on the Science FCAT.
- G5.** The STEM program will engage students in hands-on, real-world STEM applications through projects and activities. It will incorporate an interdisciplinary approach to teaching and learning.
- G6.** The goal is to decrease student tardiness and/or absenteeism to improve academic progression.

Goals Detail

G1. The reading goal is to increase students' comprehension of rigorous text through the use of "reading for meaning" strategies concentrating on Students with Disabilities and the Economically Disadvantaged subgroups.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- *Reading Coach will assist the grade levels in selecting Literary Analysis materials and provide feedback on teacher lesson plan design to ensure Fiction and Non Fiction text being utilized is rigorous. *Monthly professional development sessions that address Common Core State Standards. *SuccessMaker *Reading Plus *Study Island *Florida Focus Achieves (FCAT Explorer) *Florida Coach Workbook *Wonderworks, accompanies the State adopted Reading Series by McGraw Hill *Use of literary novels to supplement instruction

Targeted Barriers to Achieving the Goal

- Students in the Subgroups [White, Hispanic, English Language Learners (ELL), Students with Disabilities (SWD) and Economically Disadvantaged (ED)] not making satisfactory progress in reading will increase proficiency.
- The percentage of students making learning gains will increase 3 percentage points from 75% to 78%.

Plan to Monitor Progress Toward the Goal

Monitor Data

Person or Persons Responsible

Teachers, LLT

Target Dates or Schedule:

On Going

Evidence of Completion:

Formative: Interim Assessments, Weekly Classroom Teacher Generated Assessments, and Computer Program Reports from Reading Plus, Success Maker, and FCAT Explorer. Summative: 2014 FCAT 2.0 Reading Test

G2. The writing goal is to increase students scores on the FCAT 2.0 Writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teacher made assessments and weekly prompts will enhance the students abilities properly address the anchor state prompts. The students will also be required to work on the school wide writing monthly prompts.

Targeted Barriers to Achieving the Goal

- The students will need to be prepared for expository and narrative writing.

Plan to Monitor Progress Toward the Goal

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G3. The math goal is to continue to use the Mathematical Practices of the Common Core State Standards to support rigorous curriculum and focus on Students with Disabilities and the Economically Disadvantaged subgroups.

Targets Supported

Resources Available to Support the Goal

- *Math Team and Leader will assist the grade levels in selecting appropriate materials and provide feedback on teacher lesson design to ensure that Geometry and Measurement, Fractions, and Equations is utilized and rigorous. *Monthly professional development sessions that address Common Core State Standards. *SuccessMaker *Study Island *Florida Focus Achieves (FCAT Explorer) *Florida Coach Workbook *Teacher created morning worksheets and problems *Intervention and Math Differentiated Instruction in the classroom

Targeted Barriers to Achieving the Goal

- Subgroups not making satisfactory progress in AMO mathematics will need to increase 4 percentage points from 83 percent to 87 percent.

Plan to Monitor Progress Toward the Goal

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G4. The science goal is to increase student proficiency levels on the Science FCAT.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- The Florida Continuous Improvement Model will be used to monitor the effectiveness of the strategies.

Targeted Barriers to Achieving the Goal

- Students scoring at 2.0 levels in Science level 3 will increase 2 percentage points from 20 to 22 percent.
- Students scoring at 2.0 levels in Science level 4 and 5 will increase 1 percentage points from 57 to 58 percent.

Plan to Monitor Progress Toward the Goal

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

Science Liason

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G5. The STEM program will engage students in hands-on, real-world STEM applications through projects and activities. It will incorporate an interdisciplinary approach to teaching and learning.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Review formative mini assessments, data reports as well as participation in STEM related experiences.

Targeted Barriers to Achieving the Goal

- Students need to develop real-life, hands-on, critical thinking and problem solving skills.

Plan to Monitor Progress Toward the Goal

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

Science Liason

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Interim Assessments, teacher generated weekly assessments, and science logs. Summative: 2014 FCAT 2.0

G6. The goal is to decrease student tardiness and/or absenteeism to improve academic progression.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Administrators will meet regularly with the CIS to discuss truancy students. Administrators will closely monitor the COGNOS reports to ensure proactive interference for possible truancy issues.

Targeted Barriers to Achieving the Goal

- Students who miss 10 percent or more of available instructional time will decrease 1 percentage point from 4 percent to 3 percent.

Plan to Monitor Progress Toward the Goal

Truancy Logs

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Administrators will meet regularly with the CIS to discuss truancy students. Administrators will closely monitor the COGNOS report, attendance rosters and logs to ensure proactive interference for possible truancy issues.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The reading goal is to increase students' comprehension of rigorous text through the use of "reading for meaning" strategies concentrating on Students with Disabilities and the Economically Disadvantaged subgroups.

G1.B1 Students in the Subgroups [White, Hispanic, English Language Learners (ELL), Students with Disabilities (SWD) and Economically Disadvantaged (ED)] not making satisfactory progress in reading will increase proficiency.

G1.B1.S1 Teachers will utilize classroom data to implement Response to Intervention (RtI) strategies and differentiate instruction based on tiers during core instructional time.

Action Step 1

The teachers will implement the Florida Continuous Improvement Model (FCIM) which will be monitored through student portfolios.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Facilitator:

Marisol Garrido, Reading Coach

Participants:

All teachers will participate on the PD.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G1.B1.S2 Teachers will address Tier 2 and 3 students by providing pull-out intervention in addition to core instructional time.

Action Step 1

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S2

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G1.B1.S3 Using the Florida Continuous Improvement Model teachers will review technology program reports to ensure students are making adequate progress.

Action Step 1

The teachers will utilize the Florida Continuous Improvement Model (FCIM) which will be implemented through classroom walkthroughs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Facilitator:

Stephanie Acosta and Rocio Illescas, fourth and third grade teachers.

Participants:

All second through fifth grade teachers will participate in the PD.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S3

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G1.B1.S4 Reading teacher will provide support in listening and comprehension skills through the use of novels culminating in monthly book challenges (Battle of the Books).

Action Step 1

The teachers will utilize the Florida Continuous Improvement Model (FCIM) which will be monitored through student portfolios.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Facilitator:

Marie Meilan, Media Specialist and Irma Silveira, first grade teacher.

Participants:

All teachers will participate in the PD.

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S4

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G1.B1.S5 Students will work in teacher facilitated groups to support and increase vocabulary, writing, and reading comprehension skills.

Action Step 1

The teachers will utilize the Florida Continuous Improvement Model (FCIM) which will be monitored through student portfolios.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Facilitator:

Annie Lastre, fourth grade teacher.

Participants:

All fourth and fifth grade teachers will participate in the PD.

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S5

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G1.B6 The percentage of students making learning gains will increase 3 percentage points from 75% to 78%.

G1.B6.S1 Improvements in instructional technology will support the teacher's ability to improve lesson plan design to achieve learning gains in the classroom.

Action Step 1

Monitor data.

Person or Persons Responsible

Teachers, LLT

Target Dates or Schedule

On Going

Evidence of Completion

Formative: Interim Assessments, Weekly Classroom Teacher Generated Assessments, Computer Program Reports from Reading Plus, Success Maker, and FCAT Explorer. Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

On Going

Evidence of Completion

Formative: Interim Assessments, Teacher Generated Weekly Assessments, and Computer Generated Computer Reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B6.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

On Going

Evidence of Completion

Formative: Interim Assessments, Teacher Generated Weekly Assessments, and Computer Program Reports. Summative: 2014 FCAT 2.0

G2. The writing goal is to increase students scores on the FCAT 2.0 Writing.

G2.B1 The students will need to be prepared for expository and narrative writing.

G2.B1.S1 Reading teacher will provide support in incorporating the use of more graphic organizers, personal writing journals, and summarizing techniques.

Action Step 1

The teachers will utilize the Florida Continuous Improvement Model which will be used to monitor the effectiveness of the strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: School-wide monthly writing prompts, journals, and work folders. Summative: 2014 FCAT 2.0

Facilitator:

Suzie Diaz and Mayte Fuentes, fourth grade teachers

Participants:

All fourth and fifth grade teachers will participate in the PD.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G3. The math goal is to continue to use the Mathematical Practices of the Common Core State Standards to support rigorous curriculum and focus on Students with Disabilities and the Economically Disadvantaged subgroups.

G3.B1 Subgroups not making satisfactory progress in AMO mathematics will need to increase 4 percentage points from 83 percent to 87 percent.

G3.B1.S1 Students will work in teacher facilitated groups to support mathematical fluency and problem solving proficiency in the areas of multi-digit multiplication, patterns, expressions, and equations.

Action Step 1

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G3.B1.S2 Math leader will provide support in the mathematical explorations and the development of understanding of number and operations through the use of manipulatives and engaging opportunities for practice. (Math Bowl)

Action Step 1

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S2

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G3.B1.S3 Using the Florida Continuous Improvement Model teachers will review technology program reports to ensure students are making adequate progress.

Action Step 1

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports.

Plan to Monitor Effectiveness of G3.B1.S3

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G3.B1.S4 Teachers will address Tier 2 and 3 students by providing pull-out intervention in addition to core instructional time.

Action Step 1

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S4

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G3.B1.S5 Teachers will utilize classroom data to implement Response to Intervention (RtI) strategies and differentiate instruction based on tiers during core instructional time.

Action Step 1

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B1.S5

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S5

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Math Instructional Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G4. The science goal is to increase student proficiency levels on the Science FCAT.

G4.B1 Students scoring at 2.0 levels in Science level 3 will increase 2 percentage points from 20 to 22 percent.

G4.B1.S1 The teacher will implement inquiry based, hands-on learning activities addressing pre-identified benchmarks and implement the science notebooks and Science @ Home interactive journal program in grade five. Students in all grade levels work on a monthly science principles project to apply scientific concepts.

Action Step 1

The teachers will utilize the Florida Continuous Improvement Model (FCIM) which will be monitored through student portfolios.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: lab journal and monthly home learning science projects Summative: 2014 FCAT 2.0 Assessment

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

Science Liason

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

Science Liason

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G4.B1.S2 The teacher will implement a schedule for all students to work within the computer based program Florida Achieves. This will provide instructional technology to enhance and re-mediate student conceptual understanding of topics being addressed.

Action Step 1

The teachers will utilize the Florida Continuous Improvement Model (FCIM) which will be monitored through student portfolios.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: lab journal and monthly home learning science projects Summative: 2014 FCAT 2.0 Assessment

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

Science Liason

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B1.S2

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

Science Liason

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G4.B2 Students scoring at 2.0 levels in Science level 4 and 5 will increase 1 percentage points from 57 to 58 percent.

G4.B2.S1 Students will be engaged in Project Based Learning (PBL) throughout the year.

Action Step 1

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Facilitator:

Carla Hernandez, fifth grade teacher

Participants:

All teachers will participate in the PD.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

Science Liason

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G4.B2.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

Science Liason

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G5. The STEM program will engage students in hands-on, real-world STEM applications through projects and activities. It will incorporate an interdisciplinary approach to teaching and learning.

G5.B1 Students need to develop real-life, hands-on, critical thinking and problem solving skills.

G5.B1.S1 Instruction will increase rigor by incorporating science, technology and mathematics across the curriculum infusing real-life hands on activities such as Science Fair, monthly science principals projects, and science at home activities.

Action Step 1

The teachers will utilize the Florida Continuous Improvement Model (FCIM) which will be monitored through student portfolios.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini Assessments; Student authentic work Summative: 2014 FCAT 2.0 Reading/Math/ Science Assessment

Facilitator:

Jessica Gonzalez and Carla Hernandez, third and fifth grade teachers.

Participants:

All teachers will participate in the PD.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

Science Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and science logs.
Summative: 2014 FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

Florida Continuous Improvement Model (FCIM) will be implemented through classroom walkthroughs.

Person or Persons Responsible

Science Liason

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and science logs.

Summative: 2014 FCAT 2.0

G6. The goal is to decrease student tardiness and/or absenteeism to improve academic progression.

G6.B1 Students who miss 10 percent or more of available instructional time will decrease 1 percentage point from 4 percent to 3 percent.

G6.B1.S1 Identify and refer students with more than 3 absences (excused or unexcused) to the Title I-Community Involvement Specialist (CIS). The CIS will call parents/guardians, record Student Case Management Referrals (SCMS), send letters to parents of truant students, and administer home visits as needed.

Action Step 1

CIS attendance logs

Person or Persons Responsible

CIS

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators meet with the CIS to discuss truancy. Administrators will monitor COGNOS reports and attendance logs to ensure appropriate attendance interventions are completed.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Truancy Logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will meet regularly with the CIS to discuss truancy students. Administrators will closely monitor the COGNOS re post, attendance rosters and logs to ensure proactive interference for possible truancy issues.

Plan to Monitor Effectiveness of G6.B1.S1

Truancy Logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will meet regularly with the CIS to discuss truancy students. Administrators will closely monitor the COGNOS re post, attendance rosters and logs to ensure proactive interference for possible truancy issues.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students.

Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Involvement Program, Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Coral Park Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school) by the Title I.

Title I, Part D

Coral Park Elementary will use funds to support the Educational Alternate Outreach program to assist At-Risk Students with social and academic issues that they face daily. Student Services will coordinate with administrators and district personnel to monitor and service At-Risk Students with truancy and personal concerns.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified Mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional

Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Funds are provided for instructional supplemental materials and to fund our ELL tutoring program which services over 90 students before school.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Coral Park Elementary will not receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

DRUG AWARENESS RESISTANCE EDUCATION (DARE): DARE teaches kids how to recognize and resist the direct and subtle pressures that influence them to experiment with alcohol, tobacco, and drugs. The

DARE program is introduced to our fifth grade students. A specially trained officer comes into Coral Park and teaches the students.

Nutrition Programs

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in acquiring a high school which provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements acquiring Ready to Work and Industry certifications.

Job Training

KIDS AND THE POWER OF WORK (KAPOW): KAPOW, a program of the National Child Labor Committee, is a national network of businesses and elementary school partnerships which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom. In addition, students make one visit to the workplace to participate in hands-on activities. KAPOW lays a foundation for young students, introducing them to work related concepts and experiences that can be continually reinforced throughout the formative years.

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

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

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The reading goal is to increase students' comprehension of rigorous text through the use of "reading for meaning" strategies concentrating on Students with Disabilities and the Economically Disadvantaged subgroups.

G1.B1 Students in the Subgroups [White, Hispanic, English Language Learners (ELL), Students with Disabilities (SWD) and Economically Disadvantaged (ED)] not making satisfactory progress in reading will increase proficiency.

G1.B1.S1 Teachers will utilize classroom data to implement Response to Intervention (RtI) strategies and differentiate instruction based on tiers during core instructional time.

PD Opportunity 1

The teachers will implement the Florida Continuous Improvement Model (FCIM) which will be monitored through student portfolios.

Facilitator

Marisol Garrido, Reading Coach

Participants

All teachers will participate on the PD.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G1.B1.S3 Using the Florida Continuous Improvement Model teachers will review technology program reports to ensure students are making adequate progress.

PD Opportunity 1

The teachers will utilize the Florida Continuous Improvement Model (FCIM) which will be implemented through classroom walkthroughs.

Facilitator

Stephanie Acosta and Rocio Illescas, fourth and third grade teachers.

Participants

All second through fifth grade teachers will participate in the PD.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G1.B1.S4 Reading teacher will provide support in listening and comprehension skills through the use of novels culminating in monthly book challenges (Battle of the Books).

PD Opportunity 1

The teachers will utilize the Florida Continuous Improvement Model (FCIM) which will be monitored through student portfolios.

Facilitator

Marie Meilan, Media Specialist and Irma Silveira, first grade teacher.

Participants

All teachers will participate in the PD.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G1.B1.S5 Students will work in teacher facilitated groups to support and increase vocabulary, writing, and reading comprehension skills.

PD Opportunity 1

The teachers will utilize the Florida Continuous Improvement Model (FCIM) which will be monitored through student portfolios.

Facilitator

Annie Lastre, fourth grade teacher.

Participants

All fourth and fifth grade teachers will participate in the PD.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G2. The writing goal is to increase students scores on the FCAT 2.0 Writing.

G2.B1 The students will need to be prepared for expository and narrative writing.

G2.B1.S1 Reading teacher will provide support in incorporating the use of more graphic organizers, personal writing journals, and summarizing techniques.

PD Opportunity 1

The teachers will utilize the Florida Continuous Improvement Model which will be used to monitor the effectiveness of the strategies.

Facilitator

Suzie Diaz and Mayte Fuentes, fourth grade teachers

Participants

All fourth and fifth grade teachers will participate in the PD.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: School-wide monthly writing prompts, journals, and work folders. Summative: 2014 FCAT 2.0

G4. The science goal is to increase student proficiency levels on the Science FCAT.

G4.B2 Students scoring at 2.0 levels in Science level 4 and 5 will increase 1 percentage points from 57 to 58 percent.

G4.B2.S1 Students will be engaged in Project Based Learning (PBL) throughout the year.

PD Opportunity 1

Florida Continuous Improvement Model (FCIM) will be monitored through student portfolios.

Facilitator

Carla Hernandez, fifth grade teacher

Participants

All teachers will participate in the PD.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Interim Assessments, teacher generated weekly assessments, and computer program reports. Summative: 2014 FCAT 2.0

G5. The STEM program will engage students in hands-on, real-world STEM applications through projects and activities. It will incorporate an interdisciplinary approach to teaching and learning.

G5.B1 Students need to develop real-life, hands-on, critical thinking and problem solving skills.

G5.B1.S1 Instruction will increase rigor by incorporating science, technology and mathematics across the curriculum infusing real-life hands on activities such as Science Fair, monthly science principals projects, and science at home activities.

PD Opportunity 1

The teachers will utilize the Florida Continuous Improvement Model (FCIM) which will be monitored through student portfolios.

Facilitator

Jessica Gonzalez and Carla Hernandez, third and fifth grade teachers.

Participants

All teachers will participate in the PD.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Mini Assessments; Student authentic work Summative: 2014 FCAT 2.0 Reading/Math/ Science Assessment

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The reading goal is to increase students' comprehension of rigorous text through the use of "reading for meaning" strategies concentrating on Students with Disabilities and the Economically Disadvantaged subgroups.	\$3,840
Total		\$3,840

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
EESAC	\$3,840	\$3,840
Total	\$3,840	\$3,840

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The reading goal is to increase students' comprehension of rigorous text through the use of "reading for meaning" strategies concentrating on Students with Disabilities and the Economically Disadvantaged subgroups.

G1.B6 The percentage of students making learning gains will increase 3 percentage points from 75% to 78%.

G1.B6.S1 Improvements in instructional technology will support the teacher's ability to improve lesson plan design to achieve learning gains in the classroom.

Action Step 1

Monitor data.

Resource Type

Technology

Resource

Instructional technology which will include an additional computer station and the update of current ones. The EESAC will also focus on supplying instructional materials that support the teacher's ability to improve lesson plan design to achieve learning gains in the classroom.

Funding Source

EESAC

Amount Needed

\$3,840