FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SUNSET LAKES ELEMENTARY SCHOOL

District Name: Broward

Principal: Marc Charpentier

SAC Chair: Johnna Weise & Denise Dopicco-Lizano

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Marc Charpentier	Bachelor's Degree in Elementary Education Masters in Educational Leadership ESOL	1	12	Sunset Lakes Elementary 2011-2012 School Grade: A 79% meeting high standards in Reading 79% meeting high standards in Math 95% meeting high standards in Writing 75% meeting high standards in Science Prior School: Pembroke Pines Elementary 2010-2011 School Grade: A Did not make AYP within the Black, White, Hispanic, and Economically Disadvantaged Subgroups in Reading. Did not meet AYP within the White, Black, and Economically Disadvantaged Subgroups in Math. 77% meeting high standards in Reading 82% meeting high standards in Math 86% meeting high standards in Writing 45% meeting high standards in Science 2009-2010 School Grade: A Did not make AYP within the Black and

| | | | | | Economically Disadvantaged Subgroups in Reading. Did not make AYP within the Black Subgroup in Math.
80% meeting high standards in Reading
81% meeting high standards in Math
43% meeting high Standards in Science
85% meeting high standards in writing

2008-2009
School Grade: A
Met AYP in all subgroups
80% meeting high standards in Reading
80% meeting high standards in Math
42% meeting high standards in Science
89% meeting high standards in Writing |
| Assis Principal | Sayra Hughes | Bachelor's Degree in Early Childhood Education with concentration in Bilingual Education

Masters in Educational Leadership

ESOL Endorsement | | 5 | Elementary School Principal in Tennessee |

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)
					Sunset Lakes Elementary 2011-2012 School Grade: A 79% meeting high standards in Reading 79% meeting high standards in Math 95% meeting high standards in Writing 75% meeting high standards in Science 2010-2011 Did not meet AYP within the Black Subgroup in Reading. Did not make AYP within the Economically Disadvantaged Subgroups In Reading and Math. School Grade: A 91% meeting high standards in Reading 92% meeting high standards in Math 73% meeting high standards in Science 97% meeting high standards in Writing 2009-2010 School Grade: A 93% meeting high standards in Reading Reading Learning Gains: 75% Reading Gains Lowest 25%: 83% 94% meeting high standards in Math Math Learning Gains: 70% Math Gains Lowest 25%: 74% 97% meeting high standards in Writing 74% meeting high standards in Science 100% of Subgroups met AYP status 2008-2009 School Grade: A 91% meeting high standards in Reading Reading Learning Gains: 77% Reading Gains Lowest 25%: 76% 93% meeting high standards in Math Math Learning Gains: 78% Math Gains Lowest 25%: 77% 99% meeting high standards in Writing 70% meeting high standards in Science 100% of Subgroups met AYP status 2007-2008

| Reading | Gail Neal | Masters – Reading Bachelors – Elementary Education Gifted & ESOL Endorsement | 11 | 11 | School Grade: A
92% meeting high standards in Reading
Reading Learning Gains: 75%
Reading Gains Lowest 25%: 74%
94% meeting high standards in Math
Math Learning Gains: 79%
Math Gains Lowest 25%: 78%
98% meeting high standards in Writing
74% meeting high standards in Science
100% of Subgroups met AYP status

2006-2007
School Grade: A
91% meeting high standards in reading
Reading Learning Gains: 77%
Reading Gains Lowest 25%: 72%
95% meeting high standards in Math
Math Learning Gains: 81%
Math Gains Lowest 25%: 80%
99% meeting high standards in Writing
71% meeting high standards in Science
100% of Subgroups met AYP status

2005-2006
School Grade: A
90% meeting high standards in Reading
Reading Learning Gains: 76%
Reading Gains Lowest 25%: 69%
89% meeting high standards in Math
Math Learning Gains: 86%
96% meeting high standards in Writing
100% of Subgroups met AYP status

2004-2005
School Grade: A
87% meeting high standards in Reading
Reading Learning Gains: 74%
Reading Gains Lowest 25%: 74%
82% meeting high standards in Math
Math Learning Gains: 77%
96% meeting high standards in Writing
100% of Subgroups met AYP status

2003-2004
School Grade: A
84% meeting high standards in Reading
Reading Learning Gains: 75%
Reading Gains Lowest 25%: 66%
78% meeting high standards in Math
Math Learning Gains: 80%
97% meeting high standards in Writing
100% of Subgroups met AYP status |

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	Utilize uniformed interviewing questions that match the school's vision and mission.	Principal and Assistant Principal	On-Going	
2	Verify references and district background checks in order to hire highly qualified personnel that best match the school's mission.	Principal	On-Going	
3	Provide new teachers with a New Educator Support System that will provide initial induction as well as on- going support throughout the school year.	NESS Liason	On-Going	
4	New teachers/staff to the school will be paired with a teacher at his/her grade level in order to provide support.	Assistant Principal	June 2013	
5	Reading Coach and Team Leaders will model strategies that are highly effective (Marzano)and aligned with the new Common Core State Standards in order to assist with effective classroom practices and lesson delivery.	Reading Coach and Leadership Team	On-Going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
54	1.9%(1)	3.7%(2)	75.9%(41)	16.7%(9)	55.6%(30)	100.0%(54)	7.4%(4)	11.1%(6)	87.0%(47)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Grade Chairpersons	Grade Level Instructors	Knowledge of specs & grade appropriate curriculum. Introduction and implementation of Common Core State Standards Curriculum.	Sharing of Best Practices through Weekly Team Meetings.
Gail Neal - Reading Coach	Instructors not contributing to learning gains	Modeling ability and curriculum expertise	Modeling & Monitoring
Hope Leonard - ESE Specialist	Instructors new to Sunset Lakes Elementary	Contact person to make acclimation process quicker & easier	Orientation, Hands-on orientation to elecronic resources - Monthly New Educator informational meetings
Marc Charpentier - Principal	Johnna Weise, Sandra Laborde, Denise Lizano	Knowledge of administrative duties	Modeling, Monthly Training

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Filling the Buckets, Silence Hurts, Anti-Bullying Program, SOAR, B.A.S.I.S. Pilot

Nutrition Programs

Commit 2B Fit

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, ESE Specialist, Reading Coach, Guidance Counselor, ESE Teacher, and Speech Language Pathologist. One representative for each grade level, School Psychologist and School Social Worker.

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 RTI Leadership Team will meet with all instructional staff members to analyze each of their students' data. They will make recommendations and support the teacher in order to promote the maximum academic achievement for all students. Collaborative Problem Solving Team will respond to these recommendations and meet to support specific teachers with struggling students as needed on an on-going basis.

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 RTI Leadership Team will assist in the development and implementation of the School Improvement Plan through its analysis of student data and correlation of interventions with the Core Curriculum and/or Struggling Readers and/or Struggling Math Charts. The RTI Problem Solving process is being used as a tool to determine the academic levels of our students, locate areas of concern, and determine appropriate evidenced-based interventions to be implemented. An on-going monitoring and evaluation of the the students' progress will be conducted and used to determine whether the interventions should be intensified or altered.

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.

Data sources being used for Tier 1 interventions for grades 4 & 5 are the students' FCAT and BAT assessment scores. Grade 3 will use District End-of-Year assessment scores from the previous year and current BAT scores. K-2 will use District End-of-Year assessments in reading and math, together with FAIR results. All grade levels will conduct on-going monitoring of progress through Mini-Benchmarks and textbook assessments. Tiers 2 & 3 will include the above assessments, together with individualized assessments to determine specific areas of difficulties for the students. (DAR, etc.) Quarterly writing samples will be used to evaluate writing progress. Our suspension and attendance reports (TERMS and Virtual Counselor) will be reviewed (quarterly) to monitor behavior, using the Struggling Behavior Chart as a guide for interventions. Data will be recorded using a Filemaker Pro template that has been created to track the progress of intervention students. Teachers will be responsible for inputting data on a regular basis. Administration will monitor progress of students on a bi-weekly basis.

Describe the plan to train staff on MTSS.

Initial training will be conducted during preplanning with supplemental updates as new information is received from the District.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Reading Coach, Administrative Representative, Guidance Counselor, ESE Specialist, ESE Teacher, Media Specialist, and one representative from each grade level.

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

Monthly meetings are held to review current research and topics with respect to literacy and the implementation of our SIP Reading Goal.

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

The major initiatives of our Literacy Leadership Team will be as follows:
1. Analyze and monitor the students' academic progress in reading.
2. Promote activities geared to increase students' literacy skills. (ex. Reading Counts)
3. Provide additional opportunities for students to self-select reading materials at no cost to them for reading pleasure.
4. Develop and implement trainings to introduce Common Core State Standards.

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.

Local preschools tour our school during May/June prior to Kindergarten round-up. Our in-house Pre-K parents are invited to an End-of-Year orientation on transition to Kindergarten.

*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:	111 out of 435 students made adequate yearly progress on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (111) of grades 3-5 students met level of proficiency.	31% (135) of students in grades 3 - 5 will meet expected level of performance.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need enrichment materials to reinforce vocabulary and comprehension	1. STAR Reading and Reading Counts programs will be used by students in grades 1-5 to build vocabulary and comprehension. 2.Classroom materials such as Junior Great Books, Time for Kids, and the Elements of Reading Vocabulary Kit.	Reading Coach and Classroom Teacher	FCIM	BAT, Mini Benchmarks Formative Assessment, STAR Reading, Classroom Assessments
2	There is a need for staff training addressing current technology including data analysis and training for new teachers.	1.Teachers will be trained to learn how to use appropriate assessments such as FAIR, mini-benchmarks, and/or grade level curriculum and BAT II to monitor and differentiate instruction for K-5 students. 2. Students achievement data will be monitored regularly during data chat meetings to ensure that a rigorous curriculum is being provided.	Assistant principal and/or team leader	1. Assessment data such as FAIR, curriculum assessments, mini-benchmark scores will be analyzed. 2. A database will be used to assist in the monitoring of student progress and individual instructional needs. 3. Data chats with individual teachers and grade level groups to ensure that differentiated instruction is appropriately prescribed.	1. FAIR, mini-benchmarks, chapter tests, review tests, comparison to BAT II results. 2. Data report printouts for quarterly data chats
3	Socio-Economic Changes	Community Awareness - Book donation activity to increase self-selected reading for pleasure at no cost to students (Book Bash)Book Fair Flea Market (Discount books for needy students), Budding Authors Book Club	Principal, Reading Coach, Classroom Teacher	FCIM	BAT, Mini Benchmarks Formative Assessment, STAR Reading, Reading Counts participation
	Student Motivation	Small group instruction, pull-out groups, Take One Volunteers, evening	Assistant Principal Principal, Reading Coach, Classroom	FCIM	Increased participation in Classroom

4		family reading events, Humane Society Wags and Tails Program, Bergeron Rodeo - Read to Horses Program, Celebrity Reads Program, Book Club, and Book Talk online reviews	Teacher		Activities, Mini Benchmarks, Formative Assessments
5	All teachers have not been trained in the use of Webbs Complexity Wheel.	Include higher order questions in lesson plans, task cards, and Webbs Complexity Wheel through the integration of technology in the classroom such as document cameras, Promethean Boards, laptops, etc.	Assistant Principal, Principal, Assistant Principal, Reading Coach, Grade Chairpersons	Classroom Walkthroughs will be done weekly and focus on instructional strategies and delivery. Data Chats will be held to provide feedback.	BAT, Mini-Benchmarks Formative Assessments, Classroom Walkthroughs

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:	232 out of 435 students performed at above proficiency on the 2011-2012 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (232) of students in grade 3-5 are above proficiency (levels 4 and 5).	56% (244)

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
There is a need to further integrate technology to	1. Teachers need support (training, modeling, & best practices sharing)	Administration	1. Classroom visits, follow-ups, and discussions using the	Student portfolios and rubrics will be used.

| 1 | accommodate a variety of students' learning styles | to incorporate technology. | | Marzano evaluation process will be conducted to monitor use of technology and multimodal strategies. | |
| 2 | Students need additional support to demonstrate critical thinking skills. | Students will demonstrate critical thinking through project based inquiries. | Classroom teacher, Assistant Principal | Grade level teams will meet weekly to discuss and review formative assessments and project success | Student portfolios and rubrics |

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	239 students out of 292 made learning gains in reading according to the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (239) of students in grades 3-5 made learning gains.	87% (254)

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

Implementation of CPST Process

1.1 Analyze data specifically content clusters and historical individual student data to determine problem in measurable terms.</td><td>Assistant Principal, CPST Team, Principal</td><td>Collaborative Problem Solving Process</td><td>BAT, Mini-Benchmarks Formative Assessment, STAR Reading, Classroom Assessments</td></tr>
</table>

| | 1 | 1.2 Prescribe evidenced-based intervention(s) for specific individual needs.

1.3 Monitor and evaluate effectiveness of specific intervention(s) through evidence of student performance.

1.4 Prescribe increase of intensity or modification of intervention(s). Utilize alternate instructional materials as needed. | | | |

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	According to the 2011-2012 FCAT information 53 out of 71 students within our lowest 25% made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (53) of the students in the lowest 25% made learning gains in reading.	78% (55) of the students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need extended learning opportunities for tier 2 and 3 interventions	1. Based upon student progress monitoring data, K-5 students will be prescribed appropriate double and triple doses of	CPST team, Reading Coach	1. Schedule time for double & triple dosed students. 2. Reading Coach's schedule, monitoring of	Data printouts and reports such as FAIR reports, Mini-Benchmark printouts, BAT II

| 1 | | reading instruction.
2. Implement research based
materials such as QAR, Six Minute solution, Triumphs, Fundations, Wilson, Quick Reads, Great Leaps, Phonics for Reading and
other materials from the Struggling Readers Chart.
3. Students not making learning gains will be encouraged to participate in afterschool extended learning oppportunities. | | the implementation of materials.
3. Attendance for extra learning opportunities.
4. The literacy team and classroom teacher will assess individual as well as subgroup progress via regular literacy team data chat meetings | results and materials' assessments |
| 2 | Students need additional support to demonstrate critical thinking skills. | Students will demonstrate critical thinking through project based inquiries. | Classroom teacher | Grade level teams will meet weekly to discuss and review grade level appropriate, project based inquiry ideas to enhance crtical thinking skills | Student portfolios and rubrics |

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 :	In six years we will reduce our achievement gap by 50% through implementing the PYP (critical thinking skills) and increasing rigor through common core standards K-5. Our school benchmark is to decrease the gap by 2% each year.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	79%	81%	83%	85%	87%	

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:	5 out of 44 White, 25 out of 84 Black, 51 out of 226 Hispanic, and 7 out of 56 Asian students did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 11%(5), Black 30% (25), Hispanic 23% (51), Asian 13% (7)	We will reduce the number of students not making satisfactory progress by 3% for each of our subgroups.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation	Small group instruction, pull-out groups, Take One Reading Program Volunteers	Principal, Assistant Principal, Reading Coach, Classroom Teacher	FCIM	Increased participation in Classroom Activities, Mini Benchmarks Formative Assessment, STAR Reading, and participation in Reading Counts
	Greater participation of	Students not making	Principal, Assistant	Classroom Walkthroughs	BAT,

2	AYP subgroups in extended learning opportunities.	learning gains will be encouraged to participate in after school extended opportunities (FCAT Camp)	Principal, Reading Coach, Grade Chairpersons	will be done weekly and focus on instructional strategies and delivery. Feedback will be provided through Data Chats. FCAT Camp Attendance sheets	Mini-Benchmarks Formative Assessments, Classroom Walkthroughs
3	There is a need to further differentiate instruction	1. Teachers will be trained in differentiated instruction strategies. 2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided. 3. Regular data chat meetings must be kept.	Administration, Reading Coach	1. Reading coach's observation, modeling & collaboration (Coaching for Change) 2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings. 3. Data report printouts for monthly data chats	data printouts

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:	13 out of 16 students within our ELL subgroup did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (13)	Reduce the percentage of our ELL students not making satisfactory progress by 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	Greater participation of ELL students in extended learning opportunities.	ELL students not making gains will be encouraged to participate in an after school extended learning opportunities.	Reading Coach	1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction. 2. Attendance for extra learning opportunities.	mini-benchmarks, pre and post test comparison
2	There is a need to further differentiate instruction for ELL students.	1. Teachers will be trained in differentiated instruction strategies for ELL students. 2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided for ELL students. 3. Regular Data Chat meetings must be kept.	Classroom teacher, ELL Coordinator,and Reading Coach	1. Reading Coach's observation, modeling and collaboration (Coaching for Change) 2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings. 3. Data report printouts for monthly data chats.	Data printouts and reports such as FAIR such as FAIR reports, CELLA, mini-benchmark printouts, and BAT II results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	29 out of 41 students within our SWD subgroup did not make

Reading Goal #5D:			satisfactory progress in reading.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
71%(29)			Reduce the percentage of our SWD students not making satisfactory progress by 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	There is a need to further differentiate instruction for ESE students.	1. Teachers will be trained in differentiated instruction strategies for ESE students. 2. Student achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided. 3. Regular data chat meetings must be kept.	Classroom Teacher, ESE Teachers, ESE Specialist/Reading Coach	1. ESE Specialist observation, modeling and collaboration. 2. A database will be maintained and utilized to monitor student progress.	Data printouts and reports such as FAIR, mini-benchmarks, DAR, and BAT II results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	43 out of 132 students within our Economically Disadvantages subgroup did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (43)	Reduce the percentage of our Economically Disadvantaged students not making satisfactory progress by 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	Student Motivation	Small group instruction, pull-out groups, Take One Reading Program Volunteers	Principal, Reading Coach, Classroom Teacher	FCIM	Increased participation in Classroom Activities, Mini Benchmarks Formative Assessment, STAR Reading, and participation in Reading Counts
2	There is a need to further differentiate instruction for our Economically Disadvantaged students.	1. Teachers will be trained in differentiated instruction strategies for our Economically Disadvantaged students. 2. Students achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum	Reading Coach	1. Reading Coach's observation, modeling & collaboration (Coaching for Change) 2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings.	Data printouts and reports such as FAIR reports, mini-benchmark printouts, and BAT II results.

		is being provided to our Economically Disadvantaged students. 3. Regular data chat meetings must be kept.		3. Data report printouts for quarterly Data Chats	
3	Students need extended learning opportunities for tier 2 and 3 interventions.	Economically Disadvantaged students not making learning gains will be encouraged to participate in an after school extended learning opportunity. Economically Disadvantaged students have an opportunity to participate in and FCAT Camp.	Reading Coach	1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction. 2. Attendance for extra learning opportunities	Mini-benchmarks, pre and post test.
4					

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
Vertical Planning to collaborate on the implementation and transition of Common Core Standards in Reading.	K-5	Team Leaders and Reading Coach	All instructional staff in Grades K-5	Bi-weekly Vertical meetings	Students Data, portfolios, assessment scores	Administration

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize alternate instructional materials	Magazines for Media	Media Supplies	$1,300.00
Utilize alternate instructional materials	Phonics For Reading	State Reading Allocation	$2,057.00
Utilize alternate instructional materials	Media Books	General Budget	$2,900.00
			Subtotal: $6,257.00
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
Before/After School Tutoring	Materials & Salaries	Accountability	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $9,257.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	53 out of 101 ELL students were proficient in 2011-2012.

2012 Current Percent of Students Proficient in listening/speaking:

54% (53) students were proficient in listening/speaking in 2011-2012.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are struggling with learning acquisition.	Teachers will implement the curriculum "Let's Go" which incorporates a listening and speaking component.	Classroom teacher and ESOL Liason.	Teachers will analyze data from FAIR, and other weekly assessments for increase in students knowledge of the language.	FAIR data and other weekly assessment data

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:	29 out of 101 ELL students proficient in reading in 2011-2012.

2012 Current Percent of Students Proficient in reading:

29% (29) students were proficient in reading in 2011-2012.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to practice vocabulary as it relates to reading comprehension.	Teachers will implement the "Radius" program to give students vocabulary practice.	Classroom Teacher	Analyze vocabulary test data from Vocabulary weekly tests and other reading assessments.	Weekly Vocabulary tests

Students write in English at grade level in a manner similar to non-ELL students.		
3. Students scoring proficient in writing. CELLA Goal #3:	32 out of 101 ELL students were proficient in writing in 2011-2012.	

2012 Current Percent of Students Proficient in writing:

32% (32) students were proficient in writing in 2011-2012.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with English language structure as it relates to the writing process.	Teachers will implement writing programs like Writing with Pictures to give visual aids for the writing process.	Classroom teacher	Teachers will analyze data from writing samples through the use of rubrics.	Writing rubrics

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:	118 of our 435 students grades 3-5 scored Achievement Level 3 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (118)	32% (139)of students in grades 3-5 will meet expected level of performance.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL - Language Development & Vocabulary	Utilization of ESOL materials, exploration of current technology to enhance ESOL instruction (SuccessMaker ESOL Math, FCAT Explorer, etc.), Differentiated Instruction using concrete materials and nonlinguistic representations.	Principal, Assistant Principal, Classroom Teachers	FCIM	BAT, STAR Math, Classroom Assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.
2	ESE - Learning Disabilities	Increase Differentiated Instruction. Tier 2 & 3 interventions as prescribed. Utilize alternative instructional materials.	Assistant Principal, CPST Team, Classroom Teacher, ESE Teacher, ESE Specialist	FCIM	BAT, STAR Math, Classroom Assessments.Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.
3	Socio-Economic Changes	Teacher Awareness / Training (Understanding Poverty) Community Awareness	Principal, Assistant Principal, Classroom Teachers	FCIM	BAT, STAR Math, Classroom Assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.
4	Student Motivation	Small group instruction, pull-out groups, use of technology to enhance interest (First in Math, Brainpop, etc.)	Classroom Teachers, Assistant Principal,Principal	FCIM	Increased participation in classroom acivities, BAT, STAR Math, Classroom Assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be

				used in the classroom.

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	225 out of 435 students in grades 3-5 scored above proficiency in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (225) of students in grades 3-5 are above proficiency (Level 4 and 5).	57% (248) of students will perform above proficiency in Math.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Student Motivation</td><td>1.1 Analyze data specifically content clusters and historical individual student data.

1.2 Prescribe curriculum / instruction strategies accordingly (group, project-based activities)

1.3 Students participate in First in Math, Brain Pop, SuccessMaker, FCAT Explorer, STAR Math, Mountain Math, and CHAMP Math groups</td><td>Classroom Teacher, Assistant Principal, Principal</td><td>FCIM</td><td>BAT, STAR Math, Classroom Assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.</td></tr>
</table>

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

of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics 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 mathematics. Mathematics Goal #3a:	231 out of 292 students in grades 3-5 made learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (231) of students in grades 3-5 made learning gains in Math.	84% (245)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation	Implementation of RTI Process 1.1 Analyze data specifically content clusters and historical individual student data to determine problem in measurable terms. 1.2 Prescribe evidence-based intervention(s) for specific individual needs. 1.3 Monitor and evaluate effectiveness of specific intervention(s) through evidence of student performance. 1.4 Prescribe increase of intensity or modification of intervention(s). 1.5 Utilize alternate	RTI Team, Assistant Principal, Principal	Collaborative Problem Solving Process	BAT, STAR Math, Classroom Assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.

| | | instructional materials as needed. | | | |

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:	42 out of 58 students within our lowest 25% made learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (42) of students within out lowest 25% made learning gains in Math.	75% (44) of our students within the lowest 25% will make learning gains in Math.

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	Math Language / Vocabulary Development	Implementation of RTI Process 1.1 Analyze data specifically content clusters and historical individual student data in measurable terms. 1.2 Prescribe evidence-based intervention(s) on individual needs. 1.3 Provide Tier 3 intervention(s) as needed. 1.4 Monitor and evaluate intervention(s) through	Assistant Principal, Principal, CPST Team, Classroom Teacher, ESE Teacher, ESE Specialist	Collaborative Problem Solving Process	BAT,STAR Math, Classroom Assessments,and Data Chats to discuss progress.

		student performance data. 1.5 Prescribe increase of intensity or modification of intervention(s). 1.6 Before / After School Tutoring			

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : In six years we will reduce our achievement gap by 50% through implementing the PYP (critical thinking skills) and increasing rigor through common core standards K-5. Our school benchmark is to decrease the gap by 2% each year.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81%	83%	85%	87%	89%	

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:	8 out of 44 White, 29 out of 84 Black, 47 out of 226 Hispanic, and 6 out of 56 Asian students in grades 3-5 did not make satisfactory progress in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 18% (8), Black 35% (29), Hispanic 21% (47), Asian 11% (6)	Reduce the percentage of our ethnic subgroups not making satisfactory progress by 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	Greater participation of AYP subgroups in extended learning opportunities.	Students not making learning gains will be encouraged to participate in an after school extended learning opportunities.	Administration	1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction. 2. Attendance for extra learning opportunities.	Mini-Benchmarks, pre and post test comparison

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	9 out of 16 students within our ELL subgroup did not make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (9) of ELL students did not make satisfactory progress in Math.	Reduce the percentage of our ELL students not making satisfactory progress by 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	There is a need to differentiate instruction for ELL students.	1. Teachers will be trained in differentiated instruction strategies for ELL students. 2. Students achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided for ELL students. 3. Regular data chat meetings must be kept.	Classroom Teacher and ELL Coordinator	1. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings. 2. Data report printouts for monthly data chats	Mini-Benchmarks, chapter tests, review tests
2	Students are not demonstrating the understanding of math vocabulary.	Teachers will instruct targeted vocabulary such as that included in the e-glossary located in Go Math via Broward Enterprise Education Portal	Classroom Teacher	Biweekly meetings will be held with grade level teachers to analyze data and implement vocabulary instruction	Mini-Benchmarks, chapter tests, review tests
3	Greater participation of ELL students in extended learning opportunities.	ELL students not making learning gains will be encouraged to participate in before, during, and after school extended learning opportunities.	ELL Coordinator and Administration	1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction. 2. Attendance for extra learning opportunities	Mini-Benchmarks, pre and post test comparison

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:	25 out of 41 students within our SWD subgroup did not make satisfactory progress in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (25) of students within our SWD subgroup did not make satisfactory progress in Math.	Reduce the percentage of our SWD students not making satisfactory progress by 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	There is a need to further differentiate instruction for ESE students.	1. Teachers will be trained in differentiated instruction strategies for ESE students. 2. Students achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided. 3. Regular data chat meetings must be kept	Classroom Teacher and ESE Specialist	1. Peer observation, modeling & collaboration 2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings. 3. Data report printouts for monthly data chats	Data printouts and reports such as alternative assessments, Mini-Benchmark printouts
	Greater participation of ESE students in extended learning opportunities	1. Repetition of basic math skills through the use of the Mountain Math	Administration	1. A database will be used to track student progress. Teachers with	Mini-Benchmarks, pre and post test comparison

		program. 2. Students not making learning gains will be provided with an extended learning opportunity before, during, and after school		expertise in this area will be invited to provide instruction. 2. Attendance for extra learning opportunities.	
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	47 out of 132 Economically Disadvantaged students did not make satisfactory progress in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (47)	Reduce the percentage of economically Disadvantaged students not making satisfactory progress in Math by 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	Student Motivation	Small group instruction, pull-out groups, use of technology to enhance interest (First in Math, Brainpop, etc.)	Classroom Teachers, Principal	FCIM	Increased participation in classroom acivities, BAT, STAR Math, and First in Math. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.
2	ESOL - Language Development & Vocabulary	Utilization of ESOL materials, exploration of current technology to enhance ESOL instruction (SuccessMaker ESOL Math, FCAT Explorer, etc.), Differentiated Instruction using concrete materials and nonlinguistic representations.	Principal, Assistant Principal, Classroom Teachers	FCIM	BAT, STAR Math, Classroom Assessments. Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom.
3	Socio-Economic Changes	Student participation in Study Zone after school tutoring for math skills (Scholarship's offered)	Assistant Principal, Principal, Johnna Weise (Study Zone liason)	FCIM	Data Chats will be used to discuss progress and make adjustments to instructional strategies to be used in the classroom. Attendance record of tutoring participation.

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
PLC - Common Core Math Introduction and Overview	Pre K-5	Johnna Weise and Common Core Leadership Team	School-Wide Common Core Mathematics focus	Pre-Planning, Early Release	Classroom walkththroughs, Lesson Plans incorporating Common Core standards and strategies	Principal and Assistant Principal
Implementation of Mountain Math	K-5	Team Leaders	K-5	Grade level Team Meetings	Classroom Walk throughs	Grade level Team Leaders
Grocery Store Math Night (To reinforce math skills in a real world situation).	3-5	Assistant Principal/ Team Leaders	3-5	January/Feb.	Observation from teacher participants	Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize alternate instructional materials	Mountain Math	Internal Funds	$900.00
		Subtotal: $900.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student Motivation	First in Math	PTSA Donations	$6,152.00
		Subtotal: $6,152.00	
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
Before/After School Tutoring	Materials and Salaries	A+ Funds	$3,000.00
		Subtotal: $3,000.00	
		Grand Total: $10,052.00	

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:	59 out of 150 fifth grade students scored Achievement Level 3 in Science.

2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (59)	42% (63) fifth grade students will score an Achievement Level 3 on the FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional Continuity K-5	1. Implement integration of scientific thinking & vocabulary throughout curriculum 2. School-wide Science Activity 3. Science Journals (Journals go with students as they matriculate through grades).	Classroom Teachers	Classroom Walkthroughs, Observations	Principal, Assistant Principal, Grade Chairperson
2	There is a need for staff training on current technology including data analysis and training for new teachers.	The use of Science Fushion through the BEEP portal with online vocabulary opportunities for students. BrainPOP	Classroom teachers	Classroom Walkthroughs, Observations	Student Portfolios and Rubrics

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:	53 out of 150 fifth grade students scored at or above Achievement Level 4 on the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	35% (53)	38% (57) of fifth grade students will score at or above Achievement Level 4 on the Science FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for students to have Science curriculum enrichment.	1. A Science meeting to discuss enrichment opportunities for students 2. School wide Science Expo	Classroom teachers and Team Leaders	Data chats with individual teachers and grade level groups to ensure that differentiated instruction is appropriately prescribed	Student performancebased assessments scored by rubrics, Student portfolios and projects
2	There is a need for students to apply the use of the scientific process and problem solving techniques through technology.	Students and parents will participate in Science Technology Night	Science Liaison, Administration	Attendance Sheets, Teacher Monitoring	Student portfolios and projects

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
Vertical Planning across the grade levels	K-5	Team Leaders	Teachers in Grades K-5	Monthly vertical team meetings	Attendance sheets, notes from Vertical meetings	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize alternate instructional materials	Science Weekly	Instructional Materials	$1,300.00
			Subtotal: $1,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student Motivation/Alternate Materials	Brain Pop	Instructional Materials	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,300.00

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:	142 out of 149 fourth grade students scored Achievement Level 3 and higher in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (142)	97% (144) of fourth grade students will score Achievement Level 3 and higher in Writing.

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	Socio-Economic Changes	Teacher Awareness / Training (Understanding Poverty) Community Awareness and Support (Barnes & Noble Authors' Night)	Assistant Principal, Classroom Teacher	FCIM	Weekly writing samples, Participation in Authors' Night
2	Student Motivation	After school club (Sixers' Club)	Designated Club Sponsor (Teacher), Assistant Principal	FCIM	Participation, weekly writing samples

3	Continuity of Writing Curriculum K-5	Teacher committee addressing curriculum/process K-5	Assistant Principal, Designated Committee Facilitator (Teacher)	Evaluate & update schoolwide writing plan	Weekly Writing samples
4	4th Grade Team Member(s) New to Grade Level	Mentoring by experienced 4th Grade Team Member, Training on Mary Lewis Strategies & 6 Traits	Principal, Assistant Principal, Grade Chairperson	Classroom Walkthroughs, Observations	Weekly writing samples
5	Language Development & Vocabulary	Before/After School Tutoring	Principal, Assistant Principal	FCIM	Weekly writing samples

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Writing Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Before/After School Tutoring	Materials and Salaries	A+ Funds	$1,000.00
			Subtotal: $1,000.00
Grand Total: $1,000.00			

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 97% by minimizing absences due to illness and truancy and to create a climate where teachers, staff, and students feel appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.7% (890) of students were in attendance.	97% (841) Based on Current Enrollment of 867 students of students will be in attendance.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
51 (6% of 890)	During the 2012-2013 school year there will be a 4% decrease of student absences. 40 (4% of 890)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
120 (13% of 890)	There will be a 10% decrease of excessive tardies. 90 (10% of 890)
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	Parental Cooperation	1.1 Increase awareness of correlation between attendance and student achievement. 1.2 Motivate students to arrive on time through classroom activity participation.	Principal, Assistant Principal, Guidance Counselor, Classroom Teacher	FCIM	Attendance Records

		1.3 Conference with parents regarding attendance on as needed basis.				

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	According to the SIP 2012 attendance-suspension data report, the total number of internal suspensions is 9 and the total number of external suspensions is 8. The total number of student membership was 890.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
9 out of 890 students	During the 2012-13 school year, we will decrease our in-school suspensions by at least one student.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7 out of 890 students	During the 2012-13 school year, we will decrease our in-school suspensions by at least one student.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
8 out of 890 students	During the 2012-13 school year, we will decrease our external school suspensions by at least one student.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7 out of 890 students	During the 2012-13 school year, we will decrease our external school suspensions by at least one student.

	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	Classroom Management	1.1 Updated School-wide Discipline Plan 1.2 School-wide implementation of CHAMPS strategies 1.3 Grade Level discipline plan including rewards & consequences	Assistant Principal	FCIM	Classroom Walkthroughs, Observations, Detention/Suspension data
2	Indepth understanding of the Code of Student Conduct.	Intensive review of Code of Student Conduct Effective communication as it relates to the SBBC Discipline Matrix	Assistant Principal, Guidance Counselor	Quarterly review of Suspension Data	DWH Discipline Incidents Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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.*	By June 2013, we will increase family member volunteer participation by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
As of June 2012, 45% (236) family member volunteers participated in school activities. Based on 524 families.	55% (288)

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	Communication	1.1 Enhance e-mail notifications by creation of classroom contact lists. 1.2 Usage of robot caller in English & Spanish	Principal, Assistant Principal	FCIM	Number of registered volunteers Increase in family participation in school activities

		1.3 Twitter campaign 1.4 Make School Web-page more user friendly.			
2	Socio-Economic Changes	2.1 Target evening / afternoon parent activities 2.2 Structure Volunteer Program - Critical Volunteer Teams 2.3 Seek additional community partnerships to provide assistance	Principal, Assistant Principal, Critical Volunteer Coordinator, Partnership Liaision	FCIM	Number of registered volunteers Increase in family participation in school activities Community Partnership data

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Activities	PTSA donations	PTSA	$2,700.00
			Subtotal: $2,700.00
			Grand Total: $2,700.00

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:		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
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

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	Utilize alternate instructional materials	Magazines for Media	Media Supplies	$1,300.00
Reading	Utilize alternate instructional materials	Phonics For Reading	State Reading Allocation	$2,057.00
Reading	Utilize alternate instructional materials	Media Books	General Budget	$2,900.00
Mathematics	Utilize alternate instructional materials	Mountain Math	Internal Funds	$900.00
Science	Utilize alternate instructional materials	Science Weekly	Instructional Materials	$1,300.00
				Subtotal: $8,457.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Student Motivation	First in Math	PTSA Donations	$6,152.00
Science	Student Motivation/Alternate Materials	Brain Pop	Instructional Materials	$1,000.00
				Subtotal: $7,152.00

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
Reading	Before/After School Tutoring	Materials & Salaries	Accountability	$3,000.00
Mathematics	Before/After School Tutoring	Materials and Salaries	A+ Funds	$3,000.00
Writing	Before/After School Tutoring	Materials and Salaries	A+ Funds	$1,000.00
Parent Involvement	Parent Activities	PTSA donations	PTSA	$2,700.00
				Subtotal: $9,700.00
				Grand Total: $25,309.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ȷ̈ʼ Priority	ȷ̈ʼ Focus	ȷ̈ʼ Prevent	ȷ̈ʼ NA

Are you a reward school: ȷ̈ʼ Yes ȷ̈ʼ No

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

No Attachment (Uploaded on 10/23/2012)

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
Purchase of alternative instructional materials, together with the cost of before/after school tutoring.	$4,200.00

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

Activities of our School Advisory Council will include the monitoring and evaluation of our School Improvement Plan through the disaggregation and analysis of achievement data, the distribution of any A+ Funds received, and addressing any and all stakeholder concerns that are appropriate to be heard by this committee.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District
SUNSET LAKES ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	92%	97%	73%	353	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)	69% (YES)			139	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					635	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District
SUNSET LAKES ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	94%	97%	74%	358	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	70%			145	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?	83% (YES)	74% (YES)			157	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					660	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested