

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: SUNRISE PARK ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Alicia R. Steiger

SAC Chair: Deena Taitelbaum

Superintendent: E. Wayne Gent

Date of School Board Approval: December 31, 2012

Last Modified on: 11/9/2012

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)
					FY 2012, Sunrise Park Elementary School: FLDOE School Grade "A" Reading Mastery: 79% Learning Gains in Reading: 79% Lowest 25% making Learning Gains in Reading: 74% Math Mastery: 71% Learning Gains in Math: 78% Lowest 25% making Learning Gains in Math: 80% Science Mastery: 75% Writing Mastery: 89%

Assis Principal	Mrs. Margaret Collier	Degrees: Bachelors of Science degree in Elementary Education and Early Childhood Education, University of Florida; Masters of Science in Educational Leadership, Lynn University; National Board Certification, ESOL Endorsed	6	6	<p>FY2011: FLDOE Grade A; 89% mastery Reading, 91% mastery Math, 94% mastery Writing, 82% mastery Science; 95% of AYP criteria was met in FY2011; Reading proficiency was met in all AYP subgroups but Hispanic and ED. Math Proficiency was met in all four AYP subgroups: ED, Hispanic, Total and White AP of Sunrise Park ES 2009-2010-Grade A, 90% mastery Reading, 91% mastery Math, 89% mastery Writing, 83% mastery Science; met 97% of AYP criteria. 2008-2009 Grade A, 91% mastery Reading, 94% mastery Math, 93% mastery Writing, 77% mastery Science; met 100% AYP criteria</p> <p>FY2010: FLDOE Grade A; 89% mastery Reading, 91% mastery Math, 94% mastery Writing, 82% mastery Science AP of Sunrise Park ES 2009-2010-Grade A, 90% mastery Reading, 91% mastery Math, 89% mastery Writing, 83% mastery Science; met 97% of AYP criteria. 2008-2009 Grade A, 91% mastery Reading, 94% mastery Math, 93% mastery Writing, 77% mastery Science; met 100% AYP criteria</p>
Principal	Mrs. Alicia Steiger	<p>Degrees: Specialist in Educational Leadership, Masters in Varying Exceptionalities, and Bachelors in Mental Handicaps</p> <p>Certifications: School Principal and ESOL Varying Exceptionalities K-12, Mental Handicaps K-12</p>	2	10	<p>FY 2012, Sunrise Park Elementary School: FLDOE School Grade "A" Reading Mastery: 79% Learning Gains in Reading: 79% Lowest 25% making Learning Gains in Reading: 74% Math Mastery: 71% Learning Gains in Math: 78% Lowest 25% making Learning Gains in Math: 80% Science Mastery: 75% Writing Mastery: 89%</p> <p>FY2011, Boca Raton Community Middle School : FL DOE School Grade A; Reading Mastery: 79% Black, Hispanic, Economically Disadvantaged and SWD did not meet Reading AYP; 72% of AYP criteria was satisfied Math Mastery: 77% Science Mastery: 71% Writing Mastery: 93%</p> <p>FY2010, Boca Raton Community Middle School: FLDOE School Grade "A", 79% AYP criteria met Reading mastery: 75% Math Mastery: 77% Science Mastery: 67% Writing Mastery: 91% The following subgroups did not meet Reading AYP targets: Black, Hispanic, Economically Disadvantaged and Students with Disabilities. Hispanic and SWD AYP subgroups did not meet Math AYP</p> <p>FY09, Boca Raton Community Middle School: FLDOE School Grade "A" AYP Criteria Satisfied: 87% Reading Mastery: 77% Black and SWD did not meet Reading AYP Math Mastery: 76% Black, Economically Disadvantaged, and SWD did not meet Math AYP Science Mastery: 55% Writing Mastery: 91%</p> <p>FY08, Boca Raton Community Middle School: FLDOE School Grade "A"; AYP Criteria Satisfied: 90% Reading Mastery: 73% Hispanic, Economically Disadvantaged, ELL and SWD did not meet Reading AYP Math Mastery: 77% Science Mastery: 45% Writing Mastery: 95%</p>

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A SPES does not have any instructional coaches on campus FY 13					

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	Pairing teachers who are new to the profession and new to the school with veteran staff	Assistant Principal	ongoing	
2	Meetings with new teachers to ensure that they understand school site and district policies, curriculum programs and the vision and mission of our school campus.	Principal and Assistant Principal	ongoing	
3	Attend district and college campus job fairs to recruit highly qualified teachers	Principal	ongoing	
4	Continue to accept interns and practicum students from local universities.	Assistant Principal	ongoing	

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
11% or 7 out of 67 teachers are not considered highly effective at this time. All of the teachers that are non-highly effective teachers are working on completing their ESOL endorsement at this time.	Promote district and local university opportunities for ESOL endorsement courses. Meet with the teachers to formulate a timeline as to when the courses and requirements will be completed.

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
69	4.3%(3)	5.8%(4)	43.5%(30)	39.1%(27)	39.1%(27)	89.9%(62)	8.7%(6)	2.9%(2)	66.7%(46)

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
Anna Lillie	Deena Taitelbaum	Both are ESE teachers.	Following the district Educator Support Program. Provide additional professional development on Marzano research based strategies throughout the school year.
Nancy Nesenoff	Janet Schiffmam	Both are ESE teachers.	Following the district Educator Support Program. Provide additional professional development on Marzano research based strategies throughout the school year.
Meredith Smith	Jamie Riley	Jamie is the kindergarten team leader.	Conferencing and planning together through common planning periods, LTMS and Professional Development Days.
Amaoge Acholonu	Shannon Scaglione and Sandy Woonton	Shannon and Sandy are both first grade team leaders	Following the district Educator Support Program Conferencing and planning together through common planning periods, LTMS and Professional Development Days.

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

Sunrise Park Elementary is not a Title One School FY 13.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI is offered to critical reading students enrolled in grades 2-4. This year, Sunrise Park Elementary will implement the Leveled

Literacy Intervention kits with subgroups of children. Students receive SAI for 30 minutes a day, five days a week.

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. Sunrise Park Elementary is in its third year of implementing a School Wide Positive Behavior Support System (SWPBS). Our SWPBS motto is R.I.S.E which stands for Responsibility and Respect Invites a Safe Environment. Incentives are offered throughout a variety of settings (the classroom, the bus, the cafeteria, fine arts classes) when students display our RISE traits.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Required instruction listed in 1003.42 (2) F.S., as applicable to appropriate grade levels.

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The school-based RTI Leadership Team is comprised of the following members: Alicia Steiger, Principal, Margaret Collier, Assistant Principal, Lisa Newman, ESE contact, Paige Collins, ELL contact, Karen Garland, School Psychologist, the designated classroom teacher, Pat Norris, Supplemental Academic Instruction Teacher, Allison Lazarus, RTI/Inclusion Facilitator and Anne Kim, Guidance Counselor.

Alicia Steiger, the Principal of Sunrise Park Elementary provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place; a process to address and monitor subsequent needs is created; the School Based Team (SBT)/Response to Intervention (RTI) Team is implementing RTI processes; assessment of RTI skills of school staff is conducted; fidelity of implementation of intervention support is documented; adequate professional development to support RTI implementation is provided; effective communication with parents regarding school-based RTI plans and activities occurs.

The Assistant Principal, Margaret Collier: supports the principal in all endeavors listed above.

The ESE Contact, Lisa Newman, and the ESOL Contact, Amy Denny:
Assist in analyzing the data and providing support to teachers in regards to ESE and/or ESOL strategies.

Karen Garland, School Psychologist:
Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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

Allison Lazarus, RTI Specialist:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Pat Norris, Supplemental Academic Instruction Teacher: facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data driven instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Anne Kim, Guidance Counselor/SBT Team Leader: Supports students who display need in the areas of behavior and emotionality. In addition to providing interventions, works with outside agencies to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

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?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY 2013 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and will be discussed and areas of deficiency will be the focus.

Topics for discussion include, but are not limited to, the following:

FCAT 2.0 scores and the lowest 25%

AYP sugroups and whether or not they are making a Proportion of a Years Growth (PYG)

The strengths and weaknesses of intensive programs, curriculum materials and tutorial/enrichment services/programs.

The effectiveness of mentoring, tutoring, and enrichment programs and other services

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.

Baseline data:

Florida Comprehensive Assessment Test 2.0 (FCAT)

Core K-12

Curriculum Based Measurement

Palm Beach County Fall Diagnostics

Palm Beach Writes
K-4 Literacy Assessment System
FLKRS (Florida Kindergarten Readiness Skills)
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:

Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Core K-12
Progress Monitoring and Reporting Network (PMRN)
K-4 Literacy Assessment System
Office Discipline Referrals
Absences

End of year data:

Florida Comprehensive Assessment Test (FCAT)
Spring FCAT Diagnostics
FCAT Writes
FAIR (for fifth graders)
K-4 Assessment Data
Office Discipline Referrals
Retentions
Absences

Frequency of required Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar). Data measures will be analyzed using a variety of reports available through the SDPBC Educational Data Warehouse (EDW).

Describe the plan to train staff on MTSS.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD) and/or faculty meetings as needed. These in-service opportunities will include, but are not limited to, the following:

Problem Solving Model
AimsWeb software
consensus building
Positive Behavioral Intervention and Support (PBIS)
data-based decision-making to drive instruction
progress monitoring
selection and availability of research-based interventions
tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

In order to support MTSS, the administrative team will ensure that there is a block of time provided in the schedule each week to meet as a team. The administrative team will ensure that all of the necessary resources and materials are available to implement research based interventions. All components of the MTSS plan will be closely monitored to ensure that students are being provided with the necessary services and all teachers are being provided with resources and support to execute individualized and tiered instruction.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Alicia Steiger, Principal
Ellen Winikoff, Media Specialist
Rhonda Falk, Fourth Grade teacher
Therese Moore, Fourth Grade teacher
Janet (Schiffman) Cohen, ESE Teacher
Shari Perlowitz, Kindergarten teacher
Allison Lazarus, Response to Intervention Teacher
Pat Norris, SAI Teacher

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year.

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.

Non-applicable

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students proficient in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 79% of students (389) achieved proficiency on the FY 12 FCAT 2.0 Reading test.	In grades 3-5, 84% of students will achieve proficiency on the 2013 FCAT 2.0 Reading test.

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	Ability to teach to the complexity level that is required by the standards	Use LTMs to unpack the standards so that teachers have a clear understanding of what students should know and be able to do at each proficiency level.	Administrative Team	Analyze student work samples and results or formative and summative assessments.	Instructional Scales, Fall and Winter diagnostics, Core K-12 results
2	Locating financial resources to purchase materials (i.e. books, articles etc) that are written at the text exemplar levels suggested by FLDOE	All students in grades K-5 will be exposed to and instructed with text that is written at the text exemplar level suggested by the FLDOE	Teachers and the Administrative Team	Monitor students' progress on Core K-12, mini assessments and Fall/Winter Diagnostics	Mini assessments Core K-12 data Fall/Winter diagnostic data Core K-12
3	Differentiation of instruction	Implement differentiated instruction with fidelity to meet the needs of all learning styles and to maximize individual students achievement results	Administration	Ongoing analysis of formative and summative assessments, K-4 data, iobservation data	Formative and summative assessment, Fall/winter diagnostic, common assessments
4	Time to connect with text and participate in independent and cooperative reading activities	Incorporate the use of the Daily 5 and the Cafe to encourage students to cultivate a love of reading	Administration and primary teachers	Ongoing analysis of formative and summative assessments, K-4 data, iobservation data	Formative and summative assessment, Fall/winter diagnostic, common assessments
5	Providing a comprehensive inclusive program across grade levels and subjects	Provide professional development in the area of ESE inclusion and providing time at Content Area Learning Team Meetings for collaboration	Principal, Assistant Principal, RTI Facilitator	Measurement of student progress	Analysis of Diagnostic data, K-4 Literacy Assessment
6	All computers in the lab and classrooms need to be working properly	Increase the use of technology, such as FOCUS, Reading Plus, Riverdeep, FCAT Explorer, Core K-12 Scholastic Reading Counts, with fidelity to improve reading skills.	Principal, Assistant Principal, ITSA, Classroom Teachers, Technology teacher	Review and analyze SRI scores, diagnostic scores, etc.	Diamond reports, SRI reports, Core K-12 Assessment data

7	Ability to differentiate instruction in order to meet the needs of our diverse learners	Provide professional development on how to meet the needs of all learners through a variety of topics (LLI, Words Your Way, Wilson, Reading Plus etc)	Principal, Asst. Principal, PD Team	Measurement of student achievement	Analysis of Diagnostic data, K-4 Literacy Assessment, Core K-12 reports spring 2013 FCAT SSS
8	Daily reading at home does not occur on a consistent basis	Design and implement school wide incentives for Reading Counts, SRI and Reading Plus	Principal, Asst. Principal, Members of the Literacy Leadership Team	Student participation in the Reading Counts/Reading Plus incentives	Reading Counts Reports, Reading Plus and SRI reports

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:	In FY 13, 0% of our FAA students scored at a level 4, 5 or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Only (2) students participated in the FAA FY 12. Out of those (2) students, only one scored at a level 7 or above. (1) student scored below the proficiency target.	100% (2) of our FAA students will score at a level 4, 5 or 6. Only (2) students on our campus participate in the FAA.

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	No anticipated barrier	Students that are participating in the FAA FY 13 will be instructed on grade level state standards with grade level text in order to expose them to a rigorous curriculum	Administration	Classroom walkthroughs and on going analysis of formative and summative assessments	Analysis of classroom walkthroughs, formative and summative assessments including mini assessments, diagnostics and RRR's.
2	General ed teachers familiarity with the access points and how to differentiate instruction in the mainstream environment	Pair the ESE facilitative support teachers with the general ed teachers to provide support on how to differentiate instruction when ESE teachers are not available for small group instruction	Administration	Classroom walkthroughs and on going analysis of formative and summative assessments	Analysis of classroom walkthroughs, formative and summative assessments including mini assessments, diagnostics and RRR's.

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:	Students achieving above proficiency will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (256) students achieved above proficiency in reading on the FCAT 2.0 Reading FY 12.	57% of students will achieve above proficiency in reading on the 2013 FCAT test.

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 to independently read and choose "just right books"	Reading Counts contests will continue school wide	SAI Teacher, Media Specialist and Administrative Team	Reading Counts reports will be run each trimester	Individual teacher reports from Reading Counts
2	Teacher training to implement this strategy with fidelity	Teachers will integrate content/reading in order to develop real world knowledge and further develop higher order academic vocabulary	Administration	Analyze student work samples in LTMS, review formative and summative assessment results	Instructional scales, formative and summative assessments,
3	The ability to accelerate and deepen the curriculum for high performing students	Offer enrichment courses beginning in kindergarten and provide enrichment opportunities such as virtual school and enrichment sessions within the school day for intermediate students	Administration	Analyze student work samples in LTMS, review formative and summative assessment results	Instructional scales, formative and summative assessments,
4	Implementation of critical thinking skills embedded into instruction	Teachers will participate in the unpacking of the standards in the LTM process in which WEBS Depth of Knowledge will be incorporated into a variety of subject areas	Administration	Analyze student work samples in LTMS, review formative and summative assessment results	Instructional scales, formative and summative assessments,
5	Providing differentiated instruction to all learners	Assess students' academic levels and instruct accordingly.	Principal, Assistant Principal	Implementation of learning strategies that provide for and encourage differentiated instruction	Analysis of diagnostic test results, lesson plan review
6	Providing differentiated instruction to all learners	Develop secondary benchmarks to address areas of strength and weakness	Principal, Assistant Principal	Secondary benchmarks will be created targeting specific areas of strengths and weaknesses during content area Learning Team meetings. Administration will be aware of the upcoming focus and will monitor implementation through classroom walkthroughs.	Learning Team meeting minutes, classroom teacher lesson plans, completed instructional focus calendars, classroom visits, assessment results.
7	All computers in the lab and classrooms need to be working properly	Increase the use of technology, such as FOCUS, Riverdeep, FCAT Explorer, Core K12, Scholastic Reading Counts, Reading Plus with fidelity to improve reading skills,	Principal, Technology teacher, classroom teachers	Review and analyze SRI scores, diagnostic scores, Reading Plus reports etc.	SRI, diagnostic reports, Reading Plus reports and the spring FCAT 2.0 Reading FY 2013
8	Making sure classroom libraries and higher lexile reading materials are available for our above proficiency readers	Purchase additional reading materials for classroom libraries and the Media Center to ensure that a variety of genres and lexile ranges are available for our higher achieving students.	Media Specialist, Administrative Team	Review and analyze the proficiency scores of our higher achieving students to ensure that DSS gains/increases occur with our students that are deemed to be a level 4 or 5 in Reading	FCAT 2.0 FY 2013 data
9	Inconsistency in the use of the WEBB's Depth of Knowledge (DOK) and the Marzano High Yield Research Based Strategies	Provide Professional Development on the Differentiation of Instruction using Webb's DOK and Robert F. Marzano Research Based Strategies	Administrative Team and the PD Team	Lesson plan monitoring, classroom walk throughs. Pre and Post Teacher Evaluations using observation	FCAT 2.0 Reading FY 2013 and data gathered through the use of observation
	Teachers ability to use student generated data to differentiate	Provide professional development opportunities where data	Administrative team and the PD Team	classroom walkthroughs, professional development agendas, LTM minutes	FCAT 2.0 FY 2013 Reading

10	instruction	can be reviewed and best practices can be shared to ensure that our higher performing students are provided with enrichment activities		
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	All students participating in the FAA FY 13 will perform at the level 7 or above to demonstrate proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 out of 2 students scored at a level 7 or above on the FAA test FY 12.	100% of our FAA students will score at the level of 7 or above on the FY 13 assessment

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	No anticipated barrier	Students participating in FAA will be instructed on grade level state standards with grade level text in order to expose them to more rigorous curriculum.	Administration	Classroom walkthrough and on going analysis of formative and summative assessments	Formative and summative assessments
2	General ed teachers familiarity with the access points and how to differentiate instruction in the mainstream environment Classroom walkthroughs and on going analysis of formative and summative assessments	Pair the ESE facilitative support teachers with the general ed teachers to provide support on how to differentiate instruction when ESE teachers are not available for small group instruction	Administration	Classroom walkthroughs and on going analysis of formative and summative assessments	Analysis of classroom walkthroughs, formative and summative assessments including mini assessments, diagnostics and RRR's.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students making learning gains in Reading will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (248) of students made learning gains in Reading FY 2012.	84% of students 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
	No anticipated barrier	Consistently monitor student progress utilizing	All teachers and administration	Data chats conducted at various critical times	Data chat forms, EDW reports

1		data chats at various points throughout the school year. Provide immediate intervention should a child start to fall below his/her previously tested level		during the school year	
2	Accommodating the diverse learning styles of our student population	Implementing differentiation of instruction with fidelity in order to meet the diverse needs of students and therefore maximize student achievement	All teachers and administration	Ongoing analysis of formative and summative assessments.	Formative and summative assessments including diagnostics and RRR data
3	funding to update classroom libraries with higher text complexity titles as well as fiction and non fiction selections	Teachers will incorporate informational text into the curriculum as a means to increase student motivation and build comprehension skills	Administration	Ongoing analysis of formative and summative assessments.	Formative and summative assessments including diagnostics and RRR data
4	Providing differentiated instruction to all learners	provide professional development in the area of differentiated instruction	Principal, Assistant Principal	Implementation of learning strategies that provide for and encourage differentiated instruction	Analysis of diagnostic test data, monitoring classroom lesson plans
5	Providing differentiated instruction to all learners	Develop secondary benchmarks to address areas of weakness	Principal, Assistant Principal	Secondary benchmarks will be created targeting specific areas of weakness during content area Learning Team meetings.	Learning Team meeting minutes, classroom teacher lesson plans, classroom visits, assessment results.
6	Students do not engage in independent reading for adequate amounts of time	Develop a school wide incentive program for Reading Counts and Reading Plus focused on individual student goals so that students performing at all reading levels will increase their ability to read outside of the classroom.	SAI Teacher, Administrative Team	Reading Counts Reports and Reading Plus, participation in monthly incentives, SRI reports	SRI reports and FCAT 2.0 FY 2013
7	Limited personnel resources/scheduling barriers to address the individual needs of many students	Create a fluid schedule for our SAI teacher to ensure that students can move in and out of the SAI resource room as needed throughout critical points of the school year	SAI Teacher, Administrative Team	Reading diagnostic scores, SRI inventory reports, K-5 Running Reading Records	FCAT 2.0 FY 2013 Reading
8	Tutorial opportunities are limited and student attendance is not consistent	Provide a school wide incentive for those students that successfully attend 90% of the tutorial sessions	Principal	Reading diagnostic scores, SRI inventory reports, K-5 Running Reading Records	FCAT 2.0 FY 2013 Reading
9	Students from our critical AYP subgroups do not have the technology tools at home to access software programs	Provide opportunities through SACC and the school day to access FCAT Explorer, Focus, IBM Reading Companion and Reading Plus	Principal, ELL Teacher, SAI Teacher, SACC Director	Reading diagnostic scores, SRI inventory reports, K-5 Running Reading Records	FCAT 2.0 FY 2013 Reading
10	Students from bilingual homes do not always have assistance at home with further developing their academic language skills	Tape record literary selections on MP3 players so that students can take home audio versions of the books to assist with language development, decoding skills and reading fluency.	ELL Teacher	Reading diagnostic scores, SRI inventory reports, K-5 Running Reading Records	FCAT 2.0 FY 2013 Reading
	Funding to purchase a large number of non fiction text to support	Teachers will incorporate informational text in the curriculum to increase	Administration	On going analysis or formative and summative assessments	Formative and summative assessments,

11	instruction	student motivation and build comprehension skills.			Fall/Winter diagnostics, K-4 Literacy Assessment Results
12	Funding to support the Reading A-Z Software subscription	Teachers will utilize A-Z fiction and non-fiction leveled readers to be used for small group and independent reading	Administration	Om going analysis of formative and summative assessments	Formative and summative assessments, Fall/Winter diagnostics, K-4 Literacy Assessment Results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	All of our students participating in FAA will demonstrate learning gains on the FY 13 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of our FAA students made learning gains on the FY 12 assessment.	100% of our FAA students will demonstrate learning gains on the FAA assessment.

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	No anticipated barrier	Students participating in the FAA will be instructed on grade level state standards with grade level text in order to expose them to a rigorous curriculum	Administration	Classroom walkthroughs, ongoing analysis of formative and summative assessments	Analysis of CWT, formative and summative assessments including mini assessments, diagnostics and RRR's
2	General ed teachers familiarity with the ESE access points	Pair ESE teachers with General Ed teachers to offer professional development on how they can modify materials to meet the needs of our ESE learners	ESE Facilitative Support teachers	Classroom walkthroughs, ongoing analysis of formative and summative assessments	Analysis of CWT, formative and summative assessments including mini assessments, diagnostics and RRR's
3		Students participating in the FAA will be instructed on grade level state standards with grade level text in order to expose them to a rigorous curriculum.	Administration	Classroom walk throughs and on going analysis or formative and summative assessments.	Analysis of iObservation data, formative and summative assessments, K-4 RRR data

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

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

74% (53) of students in our low 25% made learning gains in reading

79% of students in the low 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
1	Reluctance of the instructional staff to participate in fluid instructional groups for our lowest 25% learners	Provide multiple PD opportunities to ensure that teachers have the skills and knowledge to implement such groups within iii and guided reading opportunities	Administration	RRR data, review of formative and summative assessments, LTM minutes and iObservation classroom walkthroughs	RRR data, formative and summative assessment results
2	Finding additional staff to participate in tutorial and remediation programs	Students performing below grade level in reading will be provided with an extra 30-60 minutes of intensive research based interventions that meet each child's needs	School Based Team	Use of AIMS WEB to document progress	Data shared based on individual student probes
3	Time Constraints	Student achievement/data chats will be conducted with all students after the FALL and Winter diagnostic assessments in order to identify strengths and weaknesses and set goals	Teachers and Administrative Team	Monitor students progress on mini assessment as well as the growth measured from fall to winter diagnostics	Diagnostic and RRR data
4	No barriers	Wilson/Fundations will be used during the skills component within the literacy component with students comprising our lowest 25%	Administration	Monitor students progress on mini assessment as well as the growth measured from fall to winter diagnostics	Foundation Assessments, mini assessment and RRR's
5	Lack of funding to provide tutorial programs on campus	Provide inschool tutorials during the day, before school and after school using existing staff	Assistant Principal, SAI Teacher	Establish a tutorial program and collect data including lesson plans and attendance	Analysis of Diagnostic data, PB Writes and K-4 Literacy Assessment
6	Preparation and availability of materials suitable for iii.	Provide iii to any student who is below grade level for 30 min per day based on his/her area of weakness.	Principal, Assistant Principal,	Utilization of a SAI Teacher/RtI specialist to assist teachers in providing specific lessons and best instructional strategies for students	Classroom lesson plans, iii assessment results, observation
7	Teacher and student ability to interpret data and then use that data to positively impact instruction	Provide professional development opportunities to review critical data. Implement Administrative/Teacher Data Chats to ensure that the FCIM model is being implemented	Administrative Team	Data Chats, Sal-P reports, Learning Team minutes and Professional Development Day agendas	FCAT 2.0 FY 2013 Reading results
8	A School wide mentoring program was not in place or monitored consistently	Target students for a school wide mentoring program who comprise our lowest 25% and are representative of our two critical AYP subgroups	Administrative Team	Flag mentoring students in the TERMS data base in order to run reports in EDW to monitor academic progress	FCAT 2.0 FY 2013 and disaggregation of student learning gains
9	A home\school communication gap exists with some of our lower performing students due to the cultural or language differences	School communication will be sent home in multiple languages; provide school activities to promote diversity and multicultural awareness	Administrative Team, ELL Teacher, Community Language Facilitator	Parent Night Sign in sheets	FCAT 2.0 Reading FY 2013 and the results of the SEQ Parent Survey
	Time constraints	Student achievement/data chats	Teachers and the Administrative	Monitor students' progress on mini	FCAT 2.0 FY 13

10		will be conducted with all students following the fall and winter diagnostics	Team	assessments as well as Core K-12, fall and winter diagnostics.	
11	Funds to purchase additional Leveled Literacy Intervention Kits	Wilson/Fundations a research based program will be implemented with our SAI students FY 13. We would like to expand this intervention in iii with grades K-3	SAI Teacher, Administrative Team and primary teachers	Student progress on Foundation assessments and mini class assessments	Foundation Assessments, Mini Assessments and RRR

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, Sunrise Park Elementary will reduce the achievement gap by 50%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76	78	80	82	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets: Asian, Black, ELL and SWD. The following subgroups met the 2012 reading targets: All, Hispanic, White and Economically Disadvantaged.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students not making satisfactory progress in 2012 were as follows for each subgroup: Asian (41%) Black (25%) ELL (57%) SWD (60%)	The goal at SPES is to make significant improvements in the area of Reading with our AYP subgroups. We would like to decrease non-proficiency rates by 10% and would like to see an increase in the following AYP proficiency ratings: Asian (63%) proficient Black (78%) proficient ELL (49%) proficient SWD (45%) proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Student achievement/data chats will be conducted with all students following the Fall and Winter diagnostic assessments in order to 1) identify strengths and weaknesses and 2) set goals for the next assessment	Teachers and the Administrative Team	Monitor student progress as well as growth from fall to winter diagnostics	Fall and Winter diagnostic results, RRR
2	Staff to work Club discovery	Implement Club Discovery Beginning in January and running through April	Administrative Team Allison Lazarus	Tag students participating in TERMS so that you can run EDW reports to track progress on a variety of assessment tools	FY 13 FCAT
3	Parent/caregiver ability to assist students with academic tasks at home due to language barrier	Provide make and take workshops, Parent Tech nights and other opportunities to instruct parents on how they can	Selected Teachers Administrative Team	Sign in sheets of the parents at such events	Participation in events, FCAT FY 13 data

		assist their children at home			
4	Students are coming from homes where English is not the first language therefore parents have a difficult time reinforcing academic concepts.	Utilize audio books in the homes to increase the fluency and comprehension of our students from dual language homes.	ELL Teacher	Reading diagnostics, Scholastic Reading Inventory, K-5 Running Reading Records, I observation	2013 Reading FCAT 2.0
5	Parents lack necessary academic and language skills	Institute parent trainings and workshops to assist the parents in ways in which they can help reinforce literacy skills at home.	Administrative Team, ELL Teacher, ESE Team, SAI Teacher	Parent surveys, diagnostic data, parent sign in sheets	2013 Reading FCAT 2.0
6	Implement a 90 minute reading block that is differentiated to meet the needs of all of the students in the classroom	Implement Fountas Pinellas Workshop series coinciding with Marzano's Research Based strategies.	Administrative Team,	Lesson Plan monitoring, classroom visits, LTM agendas and Iobservation data	2013 Reading FCAT 2.0
7	Teachers ability to disaggregate various types of data in order to make fluid groups based on student needs and strengths	Monthly data chats conducted in LTMs and with the Administrative team to ensure that instruction is delivered based upon the strengths and weaknesses of the students. Data chats (Sal-P) conducted with students to ensure that they know where they are currently performing and set goals for their own academic achievement.	Administrative Team	LTM agendas, Data Chat forms, reading diagnostic data, classroom walkthroughs, Iobservation data	2013 Reading FCAT 2.0
8	Utilize LLI (Leveled Literacy Intervention) strategies to increase student achievement across these AYP subgroups.	LLI will be incorporated into SAI and iii during the course of the school year	SAI teacher, select primary teachers	K-4 RRR Assessment data, Foundations assessment tools, fall/winter diagnostics, iObservation data	2013 FCAT 2.0

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:	57% of our ELL population was considered not proficient on the FCAT 2.0 FY 12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of our students in the ELL subgroup were considered to be proficient.	49% of our ELL students will be considered proficient on the FY 13 FCAT 2.0 Reading test.

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	Ability of the parents and caregivers to assist with academic tasks at home	Provide the parents with Make and Take workshop and other parent events to instruct them on strategies that they can implement	Administration	Parent sign in sheets	Participation at events, FY 13 FCAT data
	No anticipated barrier	Teachers will infuse relevant academic assessment vocabulary as a teaching tool to	Administration	Mini Assessments, Core K-12 data, formative and summative assessments.	FCAT FY 13 data, fall and winter diagnostics

2		ensure that our ELL population are being exposed to the academic language and vocabulary terms in order to be successfully academically.			
3	No anticipated barrier	ELL and non ELL students will be paired together in a variety of academic learning environments	Administration	Mini Assessments, Core K-12 data, formative and summative assessments	Formative and summative assessments, RRR data, FCAT FY 13 data
4	No anticipated barrier	Teachers will use visual strategies and prompts (pictures, charts and graphs) to show students a visual representation of academic content	Administration	Mini Assessments, Core K-12 data, formative and summative assessments	Formative and summative assessments, RRR data, FCAT FY 13 data
5	Wall space and the safety hazard of having too much paper posted on the walls and displayed throughout the classroom	Anchor charts will be utilized throughout the academic learning environment to provide students with classroom references and defined sharing understandings of reading concepts and strategies introduced	Administration	On going analysis of formative and summative assessments	Formative and summative assessments, RRR data, FCAT FY 13 data
6	Teachers buy in and willingness to change routines	Incorporate the "Daily 5" to stimulate a love of reading amongst our ELL population	Administration	On going analysis of formative and summative assessments	Formative and summative assessments, RRR data, FCAT FY 13 data
7	Teachers buy in and willingness to change routines	Incorporate Words Your Way so that students can participate in Word study activities	Administration	On going analysis of formative and summative assessments	Formative and summative assessments, RRR data, FCAT FY 13 data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In FY 12, 65% of our SWD were considered to be non proficient on the FCAT 2.0 Reading test
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% of our SWD group were considered to be proficient on the FY 12 FCAT 2.0 Reading test.	In FY 13, the percent considered non-proficient will decrease by 10%. This means that no more than 59% of our current SWD population will be considered non proficient on the FY 13 Reading FCAT 2.0 Assessment.

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	Accommodating various learning styles	Implementing a differentiation of instruction model in order to meet the needs of all learners	Administration	On going analysis of formative and summative assessments	Formative and summative assessments, RRR data and fall/winter diagnostic data
2	Funding to purchase reading materials that contain high text complexity across a variety of subject areas	Teachers will engage students in interactive literary discussions during read alouds as a means to expose students to on grade level text as well as higher level	Administration	On going analysis of formative and summative assessments	Formative and summative assessments, RRR data and fall/winter diagnostic data

		discussions			
3	No anticipated barrier	Foundations and Wilson will be used for all students who exhibit deficits in phonemic awareness during and outside of the literacy block.	ESE Teachers	On going analysis of formative and summative assessments	Formative and summative assessments, RRR data and fall/winter diagnostic data
4	Teacher buy in to "fluid" reading and iii groups	Incorporate the use of fluid instructional groups so that individual student needs can be targeted at a more precise level	Team Leaders and Administrative Team	Ongoing analysis of student assessment data (RRR, FCAT diagnostic data, formative and summative assessment)	Formative and summative assessments (RRR, common assessments, FCAT diagnostics)
5	Funding to purchase complex text sources for read alouds	Teachers will engage students in interactive literary discussions during read aloud opportunities in order to expose students to grade level text and higher text complexity sources.	Administration	Ongoing analysis of student assessment data (RRR, FCAT diagnostic data, formative and summative assessment)	Formative and summative assessments (RRR, common assessments, FCAT diagnostics)
6	Wall space and the safety hazard of having too much paper posted on the classroom walls	Anchor charts will be used to provide visual support to students and they will serve as a classroom reference which students can access in order to define shared understanding of reading concepts and strategies which have been introduced.	Administration	Ongoing analysis of student assessment data (RRR, FCAT diagnostic data, formative and summative assessment)	Formative and summative assessments (RRR, common assessments, FCAT diagnostics)
7	Teacher buy in to these new methods	Incorporate the use of the Daily 5, Cafe and Words Your Way to promote a love of reading and writing amongst our young learners	Primary Team Leaders and the Administrative Team	iObservation data, Ongoing analysis of student assessment data (RRR, FCAT diagnostic data, formative and summative assessment)	Formative and summative assessments (RRR, common assessments, FCAT diagnostics)
8	No anticipated barrier	Foundations and Wilson will be utilized for all students who exhibit deficiencies in the areas of phonemic awareness during and outside of the literacy block	Administration	Ongoing analysis of student assessment data (RRR, FCAT diagnostic data, formative and summative assessment)	Formative and summative assessments (RRR, common assessments, FCAT diagnostics)

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:	37% of our ED population were considered not proficient on FCAT 2.0 FY 12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of our Economically Disadvantaged (ED) AYP subgroup were considered proficient on the FY 2012 FCAT Reading Assessment.	67% of our ED population will be proficient on the FCAT 2.0 FY 2013. This will enable SPES to decrease the number of non-proficient students who are ED by 10%.

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
Funding to purchase enough complex and relevant titles for read alouds	Teachers will engage students in interactive literary discussions during read alouds in order to	Administration	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini

1		expose students to on grade level text as well as higher order discussions and dialogue			assessments, diagnostics, common assessments and RRR data
2	No anticipated barrier	Infusion of higher order, academic vocabulary into a variety of instructional activities	Administration	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments, diagnostics, common assessments and RRR data
3	One major barrier for this AYP subgroup is the lack of resources available in the homes to assist the students in developing critical reading skills.	Establish community connections with the PINES (one of our migrant centers) to provide materials (audio books, software programs and cassette players) so that critical reading skills can be practiced at home.	Administrative Team ELL Teacher and CLF	K-5 Reading Running Records, SRI inventories, Diagnostic data	FCAT 2.0 FY 2013
4	Lack of time throughout the day to provide supplementary and remedial instruction for our struggling readers	Implement morning and afternoon tutorial programs; work closely with SACC to provide after school supplementary services (IBM Companion, Reading Plus etc) in order to positively impact student achievement	Administrative Team, SACC Director and Academic counselors, ELL Teacher	K-5 Reading Running Records, SRI inventories, Diagnostic data	FCAT 2.0 FY 2013
5	Implementing reading strategies that are research based and provide differentiation of instruction in the general education classroom	Offer PD Training related to Robert F. Marzano's Research Based Strategies	Administrative Team	Classroom observations, lobservation data, Lesson plan checklists, Diagnostics, K-5 Running Reading Records	FCAT 2.0 FY 2013
6	Parents do not have the skills or the time to reinforce critical reading skills in the home environment	Implement parent workshops to familiarize parents with easy methods of reinforcing skills in the home environment. Workshops will also acclimate parents to a variety of programs that students can access at home and in the library (Reading Plus, IBM Companion, FCAT Explorer and Focus)	Administrative Team, Technology Teacher, Media Specialist, Reading teachers across a variety of grade levels.	K-5 Reading Running Records, SRI inventories, Diagnostic data, Parent sign in sheets and SEQ surveys	FCAT 2.0 FY 2013

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
Leveled Literacy Intervention Kits	Grades 2-3	Area Reading Specialist, District Level personnel	SAI teacher and ESE teachers	September 2012	Data chats, monitoring of students enrolled in LLI groups	Principal

Guided Reading and fluid iii groups	K-5	District personnel	All reading teachers	September 13, 2012	Classroom walkthroughs and iObservation data	Asst. Principal and Principal
Wilson Training	ESE Teachers and selected primary teachers	district personnel	LLD Teachers, selected primary teachers	October and November 2012	Data chats, classroom walkthroughs, iObservation data, RRR data	Administrative Team
Reading A to Z and matching iii instruction to student needs	All Reading teachers	Danielle Rothman and Deena Taitelbaum	All reading teachers	October 19, 2012	Classroom walkthroughs and iObservation data, monitoring of RRR of iii students	Administrative Team
Common Core and Refining Instructional Techniques	Focus Grades K-1	district level personnel	All K and 1 teachers	ongoing throughout the year as offered by the Department of Professional Development and through district trainings	Classroom walkthroughs and iObservation data, LTM minutes, monitoring of district scope and sequence	Administrative Team
Data Disaggregation and developing meaningful topics for LTMS	Team Leaders	Area 1 LTF	Grade level chairs	October 1, 2012	LTM minutes, observation of LTM discussions	Administrative Team
Daily 5 and Words Your Way infusion in the primary grades	Primary teachers	district personnel	Grades K-3 teachers	November 2012 and on going throughout the school year	Classroom walkthroughs and iObservation data	Administrative Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Club Discovery to extend the school day for our ELL/FRL/SWD population from January through April	Salaries for teachers, transportation costs, materials	SAC, K-12 and Target Grant money, SAC funds	\$5,000.00
Provide after school enrichment in reading	Salaries for teachers	SAC, grant monies, PTA	\$1,500.00
Anchor charts will be used to provide the students with visual support and references to depict shared understandings and reading concepts under study	Chart paper	Internal accounts	\$1,000.00
Teachers will utilize Reading A-Z materials (Reading A to Z, Vocabulary A to Z and Reading Tutors) to provide the students with a variety of fiction and non fiction texts as a means to differentiate instruction in iii and guided reading groups	A-Z software purchases	Technology/Lab Donations (internal accounts)	\$1,000.00
			Subtotal: \$8,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize reading Apps on the Ipad devices during third grade enrichment, Club Discovery, Media time and Technology time	IPADS	Golden Bell Grant funding	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Connect teachers with relevant and			

up to date professional development offered via the district and area offices. Topics include: Differentiation of Instruction Daily 5 Common Core Strategies for Struggling Readers Wilson/Fundations Words Your Way	Costs associated with substitutes	Budget	\$2,500.00
Assign a reading contact to attend district Reading Coach meetings	Costs associated with substitute coverage	Budget	\$700.00
Conduct Book Study's on a variety of topics: Common Core Lesson Plan Book, K-5: Working with Increasingly Complex Literature, Informational Text, and Foundational Reading Skills, Daily 5 & The Cafe, Pathways To Common Core	Professional development books purchased for the PD libraries and to use a team resources	Media Budget	\$1,000.00
			Subtotal: \$4,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,700.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.					
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
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	No anticipated barrier	Teachers will utilize pictures, charts and graphs in order to convey clear and an accurate representation of critical content to our ELL learners.	Administration ELL Teacher	Formative and summative assessment, common assessments and diagnostic data	Formative and summative assessments, diagnostics, common assessments and RRR
2	No anticipated barrier	Students will participate in daily word study activities (Words Your Way and Word Work/Daily Five)	Teachers and administration	Formative and summative assessment, common assessments and diagnostic data	Formative and summative assessments, diagnostics, common assessments and RRR data
3	No anticipated barrier	Anchor charts will be utilized to provide the students with visual charts/reference sheets in order to remind them of critical information	Teachers and Administration	Formative and summative assessment, common assessments and diagnostic data	Formative and summative assessments, diagnostics, common assessments and

		and strategies previously discussed			RRR data
4	No anticipated barriers	Interactive Word Walls	Teachers and Administration	CWT and iObservation data	Formative and summative assessments, diagnostics, common assessments and RRR 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:	Students scoring a proficiency rating in Reading will increase by 5% FY 13.
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2012 Current Percent of Students Proficient in reading:

31% or 29 students scored at the proficiency level for Reading on the FY 12 CELLA assessment.

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	No barrier	Teachers will use visual cues, pictures, charts and graphs whenever possible to show visual representation of academic content.	Administration	formative and summative assessments will be used to determine whether or not the students are making progress. This includes mini assessments, diagnostics and common assessments	Formative and summative assessments, mini assessments, diagnostics, RRR
2	No barrier	Anchor charts will be utilized to reinforce critical reading strategies and academic information	Administration	formative and summative assessments will be used to determine whether or not the students are making progress. This includes mini assessments, diagnostics and common assessments	Formative and summative assessments, mini assessments, diagnostics, RRR

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

3. Students scoring proficient in writing. CELLA Goal #3:	The number of students considered proficient in writing on the FY 13 CELLA will increase by 5%.
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2012 Current Percent of Students Proficient in writing:

31% or (29) students were considered proficient in the area of Writing for the FY 12 CELLA assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	No barrier	Students will participate in daily word sorting activities through the Daily 5 and words your Way	Teachers and Administration	Analysis of ongoing formative and summative assessments	Formative and summative assessments (diagnostics, RRR, common assessments)
2	no anticipated barrier	Models and sentence starters will be provided for writing activities as students develop and expand their writing skills	Teachers and Administration	Analysis of ongoing formative and summative assessments	Formative and summative assessments (diagnostics, RRR, common assessments)

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:	Math proficiency will increase by 5% in grades 3-5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(149) of students in grades 3-5 achieved proficiency in Math on the 2012 FCAT 2.0 Math test.	35% of our students in grades 3-5 will achieve proficiency in Math on the 2013 FCAT 2.0 Math test.

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	Ability to teach to the complexity level that is required by the standards	Use LTMs to unpack the standards so that teachers have a clear understanding of what students should know and be able to do at each proficiency level.	Administrative Team	Analyze student work samples and results or formative and summative assessments.	Instructional Scales, Fall and Winter diagnostics, Core K-12 results
2	Differentiation of instruction	Implement differentiated instruction with fidelity to meet the needs of all learning styles and to maximize individual students achievement results	Administration	Ongoing analysis of formative and summative assessments, K-4 data, iobservation data	Formative and summative assessment, Fall/winter diagnostic, common assessments
3	Technology not being utilized fully during Math instruction	Professional development on how to best use technology during math instruction.	Principal and Assistant Principal	Classroom observation and lesson plans	Palm Beach County diagnostic tests and FCAT 2.0 Math test
4	Lack of carry over from school to home	Provide training for the teachers on how to email notes from class to home using Edline	Principal and Assistant Principal ITSA	Classroom observation and lesson plans	Palm Beach County diagnostic tests and FCAT 2.0 Math test
5	Students are not practicing skills outside of the school day to reinforce basic facts and mathematical concepts	Utilize programs such as Go Math, Think Central and First in Math to reinforce critical math computation and problem solving skills	Classroom Teachers and Technology Teacher	Lesson plan checklists, classroom walkthroughs, monitoring of the class edline pages	SDPBC diagnostic assesments and the FCAT 2.0 math assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Math proficiency will increase by 50% for the students taking the Florida Alternate Assessment in grades 3-5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(1)of students in grades 3-5 taking the Florida Alternate Assessment scored proficiency, levels 4, 5, 6 in mathematics.	100% of students in grades 3-5 taking the Florida Alternate Assessment will achieve proficiency, levels 4, 5, 6 in mathematics.

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	No anticipated barrier	Students that are participating in the FAA FY 13 will be instructed on grade level state standards with grade level text in order to expose them to a rigorous curriculum	Administration	Classroom walkthroughs and on going analysis of formative and summative assessments	Analysis of classroom walkthroughs, formative and summative assessments including mini assessments, diagnostics and RRR's.
2	General ed teachers familiarity with the access points and how to differentiate instruction in the mainstream environment	Pair the ESE facilitative support teachers with the general ed teachers to provide support on how to differentiate instruction when ESE teachers are not available for small group instruction	Administration	Classroom walkthroughs and on going analysis of formative and summative assessments	Analysis of classroom walkthroughs, formative and summative assessments including mini assessments, diagnostics and RRR's.
3	No anticipated barriers	Students participating in FAA will be instructed on grade level State Standards with grade level text to expose them to a rigorous curriculum.	Principal Assistant Principal	Classroom walkthroughs Analysis of formative and summative assessments	Classroom walkthroughs formative and summative assessments

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:	Students achieving above proficiency will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (204) of our students in grades 3-5 achieved above proficiency on the 2012 FCAT 2.0 mathematics test.	46% of our students in grades 3-5 will achieve above proficiency on the 2013 FCAT 2.0 mathematics test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The ability to accelerate and deepen the curriculum for high performing students	Offer enrichment courses beginning in kindergarten and provide enrichment opportunities such as virtual school and enrichment sessions within the school day for intermediate students	Administration	Analyze student work samples in LTMS, review formative and summative assessment results	Instructional scales, formative and summative assessments,
2	Implementation of critical thinking skills embedded into instruction	Teachers will participate in the unpacking of the standards in the LTM process in which WEBS Depth of Knowledge will be incorporated into a variety of subject areas	Administration	Analyze student work samples in LTMS, review formative and summative assessment results	Instructional scales, formative and summative assessments,
	All computers in the lab and classrooms need to	Increase the use of technology, such as	Principal, Technology	Review and analyze diagnostic scores, and	diamond reports

3	be working properly	Gizmos, FOCUS, Riverdeep, FCAT Explorer, Core K-12 with fidelity to improve math skills,	teacher, classroom teachers	diamond reports	
4	Providing differentiated instruction to above grade level learners	Utilize content area learning team meetings to analyze data and discuss ways to enrich students	Principal, Assistant Principal, Team Leaders and classroom teachers	Review and analyze diagnostic scores and classroom assessments	Diagnostic scores, lesson plans, 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students achieving above proficiency will increase by 100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of the students taking the Florida Alternate Assessment scored at or above Achievement Level 7 in mathematics.	100% of the students taking the Florida Alternate Assessment will score at or above Achievement Level 7 in mathematics.

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	No anticipated barrier	Students participating in FAA will be instructed on grade level state standards with grade level text in order to expose them to more rigorous curriculum.	Administration	Classroom walkthrough and on going analysis of formative and summative assessments	Formative and summative assessments
2	General ed teachers familiarity with the access points and how to differentiate instruction in the mainstream environment Classroom walkthroughs and on going analysis of formative and summative assessments	Pair the ESE facilitative support teachers with the general ed teachers to provide support on how to differentiate instruction when ESE teachers are not available for small group instruction	Administration	Classroom walkthroughs and on going analysis of formative and summative assessments	Analysis of classroom walkthroughs, formative and summative assessments including mini assessments, diagnostics and RRR's.
3	No anticipated barriers	Students participating in FAA will be instructed on grade level state standards with grade level text to expose them to a rigorous curriculum.	Principal Assistant Principal	Classroom walkthroughs Ongoing analysis of formative and summative assessments	Classroom walkthroughs Summative and formative assessments

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:	Learning gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (246) of students made learning gains on the 2012 FCAT 2.0 mathematics test	83% of students will make learning gains on the 2013 FCAT 2.0 mathematics test

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	No anticipated barrier	Consistently monitor student progress utilizing data chats at various points throughout the school year. Provide immediate intervention should a child start to fall below his/her previously tested level	All teachers and administration	Data chats conducted at various critical times during the school year	Data chat forms, EDW reports
2	Accommodating the diverse learning styles of our student population	Implementing differentiation of instruction with fidelity in order to meet the diverse needs of students and therefore maximize student achievement	All teachers and administration	Ongoing analysis of formative and summative assessments.	Formative and summative assessments including diagnostics and RRR data
3	Providing differentiated instruction to all learners	Develop secondary benchmarks to address areas of weakness.	Classroom teachers and administration	Create secondary benchmarks at Learning Team Meetings and monitor through classroom walkthroughs	Learning Team meeting minutes, classroom teacher lesson plans, assessment results
4	Inability to alter the daily schedule in order to provide 90 minute learning team meetings	Learning team meetings by content area will be held to analyze data and determine areas of strength and weakness.	Principal, Assistant Principal	The school will administer various assessments and will analyze the data to ensure that progress is being made.	Learning Team meeting minutes, classroom observation

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:	Learning gain will increase by 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of the students tested on the Florida Alternate Assessment made learning gains in 2012.	100% of the students being tested on the Florida Alternate Assessment will make learning gains in 2013.

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	No anticipated barrier	Students participating in the FAA will be instructed on grade level state standards with grade level text in order to expose them to a rigorous curriculum	Administration	Classroom walkthroughs, ongoing analysis of formative and summative assessments	Analysis of CWT, formative and summative assessments including mini assessments, diagnostics and RRR's
2	General ed teachers familiarity with the ESE access points	Pair ESE teachers with General Ed teachers to offer professional development on how they can modify materials to meet the needs of our ESE learners	ESE Facilitative Support teachers	Classroom walkthroughs, ongoing analysis of formative and summative assessments	Analysis of CWT, formative and summative assessments including mini assessments, diagnostics and

					RRR's
3	No anticipated barriers	Students participating in FAA will be instructed on grade level state standards with frade level text to expose them to a rigorous curriculum.	Principal Assistant Principal	Classroom walkthroughs Ongoing analysis of summative assessments	Classroom walkthroughs Formative and summative assessments

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:	5% percent of our lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(63) of students in the lowest 25% made learning gains in mathematics based on the 2012 FCAT 2.0 test.	85% of students in the lowest 25% will make learning gains in mathematics based on the 2013 FCAT 2.0 Math test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Student achievement/data chats will be conducted with all students after the FALL and Winter diagnostic assessments in order to identify strengths and weaknesses and set goals	Teachers and Administrative Team	Monitor students progress on mini assessment as well as the growth measured from fall to winter diagnostics	Diagnostic and RRR data
2	Providing professional development in the use of math manipulatives.	Provide professional development for math manipulatives	Principal, Assistant Principal	Classroom walkthroughs, lesson plans	Math diagnostic
3	Lack of funding for tutorial programs	Provide inschool assistance to our lowest 25% via before, during and after school tutorials	Principal, Assistant Principal	Collect attendance records and lesson plans	Math diagnostics and FCAT 2.0
4	Lack of monitoring of students who are in danger of inconsistant academic progress.	Staff members will be mentors to specific students identified by spring math diagnostic scores and FCAT 2.0 math scores.	Principal Assistant Principal	Mentoring log with dates staff members are meeting with students they choose to mentor.	Math Diagnostic and FCAT 2.0 Math test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In six years, SPES will reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	78	81	83	85	

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,	
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Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet the 2012 Math target: Black, Hispanic, White, ELL and SWD.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Non proficiency rates for the targeted subgroups were as follows: Black (33%) Hispanic (41%) White (25%) ELL (59%) SWD (64%)	Sunrise Park will decrease our non-proficiency rates in each subgroup by 10% FY 13, therefore non proficiency rates will be as follows for each specific subgroup: Black (29%) Hispanic (37%) White (22%) ELL (53%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Student achievement/data chats will be conducted with all students following the Fall and Winter diagnostic assessments in order to 1) identify strengths and weaknesses and 2) set goals for the next assessment	Teachers and the Administrative Team	Monitor student progress as well as growth from fall to winter diagnostics	Fall and Winter diagnostic results, RRR
2	Staff to work Club discovery	Implement Club Discovery Beginning in January and running through April	Administrative Team Allison Lazarus	Tag students participating in TERMS so that you can run EDW reports to track progress on a variety of assessment tools	FY 13 FCAT
3	Parent/caregiver ability to assist students with academic tasks at home due to language barrier	Provide make and take workshops, Parent Tech nights and other opportunities to instruct parents on how they can assist their children at home	Selected Teachers Administrative Team	Sign in sheets of the parents at such events	Participation in events, FCAT FY 13 data
4	Students not being able to take advantage of tutoring after school.	Provide tutorial and transportation for the hispanic students two times a week. Club Discovery	Principal Assistant Principal	Classroom assessments, lesson plans	Classroom performance Math Diagnostic test and FCAT 2.0 Math test.
5	Students are experiencing difficulty reading and solving math word problems	Integrate reading strategies in math instruction covering vocabulary and comprehension	Principal Assistant Principal	Classroom assessments, lesson plans	Math Diagnostic test and FCAT 2.0 Math test
6	Lack of support once the students leave campus.	Impliment mentoring program	Principal Assistant Principal	Mentoring logs indicating activities and time spent with mentee	Classroom performance diagnostic and FCAT 2.0

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:	59% of our ELL population did not make satisfactory progress on the FY 12 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:

41% of the ELL students tested on the mathematics FCAT 2.0 test made satisfactory progress.	We will decrease our non proficient ELL subgroup by 10% FY 13 therefore no more than 53% of our ELL population will be considered non-proficient FY 13.
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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	Ability of the parents and caregivers to assist with academic tasks at home	Provide the parents with Make and Take workshop and other parent events to instruct them on strategies that they can implement	Administration	Parent sign in sheets	Participation at events, FY 13 FCAT data
2	Students not being able to stay after school to take advantage of tutorials.	Provide tutorials and transportation to students after school two times a week.	Principal Assistant Principal	Classroom assessments and performance	Classroom performance Mathematics diagnostic tests and FCAT 2.0.
3	Lack of support for the students once they leave campus.	Impliment a mentoring program where students are mentored by a staff member during the school day.	Principal Assistant Principal	Mentoring logs with activities and time spent with student. Flagg students in TERMS	Classroom performance diagnostic testing and FCAT 2.0

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:	The percentage of students not making satisfactory progress in mathematics will decrease by 10% according to the EDW report RXOOA0197.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(22) of students with disabilities made satisfactory progress in mathematics on the 2012 FCAT 2.0 test.	The number of students with disabilities that will make satisfactory progress in mathematics on the 2013 FCAT 2.0 test will be 40%.

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	Accommodating various learning styles	Implementing a differentiation of instruction model in order to meet the needs of all learners	Administration	On going analysis of formative and summative assessments	Formative and summative assessments, RRR data and fall/winter diagnostic data
2	Small group instruction not taking place during the mathematics block.	Schedule time in the math block for small group instruction.	Principal Assistant Principal	Lesson Plans Classroom Walkthroughs	Math diagnostic test FCAT 2.0 math test

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	43% of our ED population was considered non-proficient FY 12 on the FCAT 2.0 test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

57% (58) of our Economically Disadvantaged students were proficient on the 2012 FCAT 2.0 mathematics test.			SPES will decrease their non-proficiency rates by 10% in the ED subgroup therefore no more than 39% of our ED population will be considered non proficient in the area of math FY 13.		
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	No anticipated barrier	Infusion of higher order, academic vocabulary into a variety of instructional activities	Administration	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments, diagnostics, common assessments and RRR data
2	Lack of funding for tutorial programs for non Title I schools	Provide inschool tutorials and assistance before, during and after school. Tutorial at the Pines homework center.	Principal, Assistant Principal	Collect attendance records and lesson plans	diagnostics and FCAT 2.0 Math test
3	Time constraints with new math series to provide small group instruction	Provide 60 minute math blocks in the intermediate grades to allow time for small groups	Classroom teachers, Principal, Assistant Principal	Classroom walkthroughs, lesson plans	diagnostics and FCAT 2.0 Math test
4	Students are not practicing skills outside of the school day to reinforce basic facts and mathematical concepts.	Utilize software programs like "Go Math" "First in Math" and "Think Central" in order to provide students with the opportunity to reinforce critical mathematical computation skills	Classroom Teachers, Technology Teacher	Lesson plan checklists, classroom walkthroughs, classroom edline pages	diagnostic test and FCAT 2.0 Math test
5	Lack of support for the students once they leave campus.	Impliment a mentoring program for students.	Principal Assistant Principal	Mentoring Logs of activities and time spent with mentee. Students will be flagged in TERMS	Classroom performance diagnostic test and FCAT 2.0

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
Strategies and Activities for Differentiating Mathematics Instruction	Grades K-5	District personal	Specific teachers who will come back and train their respective grade level math teachers	Dates scheduled by the district and in house training during content area LTM	LTM minutes Lesson plans	Principal Assistant Principal
Relex Math	Grades K-5	Mrs. Budish	Teachers school wide.	Early October	Reflex Math Reports LTM Minutes	Principal Assistant Principal

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reflex Math	SACC and Technology Funds	Internal	\$3,400.00
			Subtotal: \$3,400.00
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
After School Enrichment/Tutorial	Club Suppliments	Budget	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$4,900.00

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:		There will be a six percent increase in students achieving proficiency in Science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Forty-three percent (43%) of students or 78 students scored a Level 3 on the 2012 FCAT Science 2.0.		83% of our students will achieve a 3 or higher on the 2013 FCAT Science 2.0.			
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	Loss of district Science coach to provide additional support to teachers.	All grade levels, K-5, will teach the steps of the Scientific method.	Administration, classroom teachers	Lesson plans and walkthougs	Science diagnostic results, 2013 Science test, classroom assessments
2	Including a high number of experiments and hands-on lessons due to time and monetary constraints for supplies.	Science teachers for grades K-5 will use the Picture Perfect series to incorporate and teach hands-on experiments and activities.	classroom teachers, administration	Lesson plans and walkthougs	Science diagnostic results, 2013 Science test, classroom assessments
3	Addition of the new Science series.	Science teachers in grades K-5 will attend PD trainings to be able to effectively use the	classroom teachers, administration	Professional development sessions and walkthroughs	Science diagnostic results, 2013 Science test,

	new series and associated technology tools.		classroom assessments
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	There are no students in grade 5 who will take the Florida Alternate Assessment for FY 13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student achieved proficiency on the 2012 Science Florida Alternate Assessment.	There are no students in grade 5 who will be taking the Florida Alternate Assessment for FY 13.

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:	Students achieving above proficiency will increase by 5% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% or 53 students achieved above proficiency (FCAT levels 4 and 5) on the 2012 FCAT 2.0 Science test.	In 2013 33% of students will achieve above proficiency (FCAT levels 4 and 5) in Science.

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	Incorporation of higher level concepts into lessons.	All students, K-5, will utilize Science journals to teach, extend and reinforce concepts.	classroom teachers and administration	walkthroughs and lesson plans	classroom assessment, science diagnostics and 2013 FCAT science
2	Introduction of the new Science series.	New Science teachers, 3-5, will attend professional development trainings on the new series.	classroom teachers and administration	walkthroughs and lesson plans	classroom assessments and science diagnostics
3	Introduction of the Science FCAT 2.0	All Science teachers, 3-5, will receive professional development training on the FCAT 2.0.	classroom teachers and administration	utilization of next Generation benchmarks, lesson plans	classroom assessments and science diagnostics

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

areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		N/A			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty level of content for alternate assessment students	Increased individualized instruction	Classroom teachers	student assessments	Classroom assessments and alternate assessments

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
New Science Series training	3rd-5th grade Science	district Science specialists	All new 3rd-5th grade Science teachers	Designated teachers will attend training and train other teachers	classroom walkthroughs and lesson plans	administration and school Science contact

Science Budget:

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

Classroom hands-on labs	hands-on lab materials	General activities	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

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:	The percent of students achieving 3.0 or higher will increase by 5%. The percent of students achieving 4.0 or 5.0 will increase by 5% and be 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (121) of students achieved a 3.0 or higher on the 2012 FCAT Writes test. 31% (42) of students achieved a 4.0 or above on FCAT Writes.	In 2013, 94% of students will achieve a 4.0 or higher on the 2013 FCAT Writing test.

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	Consistency in scoring across grade levels	Teachers will meet in Learning Teams to discuss, analyze and score student writing and to discuss methods to improve writing skills.	writing teachers and administration	classroom walkthroughs, administration of timed prompts	Palm Beach Writes scores and FCAT Writes scores
2	Consistency in scoring across grade levels	K-5 Writing instruction program for teachers and provide inservice on this.	administration	lesson plans, walkthrough	Palm Beach Writes scores and FCAT Writes scores
3	Adequate funding for substitutes	Grade 4 teachers will have one-to-one writing conferences with students prior to FCAT Writes	classroom teachers	walkthroughs and scheduling of substitutes	Palm Beach Writes scores and FCAT Writes scores
4	Teacher comprehension and application of the new scoring rubric and calibration sets	Fourth grade team will attend the district writing contact meeting and implement a train the trainer model at the school site	fourth grade team leaders and Administrative Team	PBW Data	Palm Beach Writes Scores and FCAT 2013 Writing data.
5	Insufficient professional development in 1) how to conference with students effectively and 2) how to provide prescriptive feedback to the students	provide PD opportunities through the district and on campus to ensure that teachers are conferencing effectively throughout the school year	Administrative Team	PBW data	Palm Beach Writes Scores and FCAT 2013 Writing data.
6	Time to specialize and focus on the individual strengths and weaknesses of each child in the area of writing.	Provide small group and individualized instruction after specific writing prompts so that the students have the opportunity to revise and edit their work based upon the feedback received.	Fourth grade teachers	PBW data	FCAT 2013 Writing data

7	Increased rigor and grading requirements on the 2013 FCAT Writes.	Provide Writing workshop for fourth grade students.	Fourth grade and other writing teachers	PBW and classroom writing data	Palm Beach Writes scores and FCAT 2013 Writing data.
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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:

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 - No students tested.	100% of students tested on the Florida Alternate Assessment will achieve proficiency.

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 lack of attention and behavior problems	Positive behavior management plan	Teachers and paraprofessional	Achievement of goals	Behavior management plan

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
Area Elementary school primary and intermediate Writing cohorts	All	District Writing professionals	School Writing contacts (primary and intermediate) will participate in training and train writing teachers	October, November, and January	LTM meetings, classroom walkthroughs	Administration

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
After school writing tutorial	Teacher stipend	General activities	\$525.00
			Subtotal: \$525.00
			Grand Total: \$525.00

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:		The attendance rate will increase by 10% this year. The number of students with excessive absences will be 193 students FY 12. The number of students with excessive tardies was 129 students.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The 2012 attendance rate was 80%.		The FY 13 attendance rate is expected to be 90%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
The number of students with excessive absences in the 2012 school year was 193.		The number of students with excessive absences is expected to be 170.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
The number of students with excessive tardies in 2012 was 129.		The number of students with excessive tardies is expected to be 100.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ability to contact parents	Staff members will use a variety of methods (email, phone, notes, Parent Link) to contact parents and alert them to attendance issues	Attendance Clerk and Guidance Counselor	Attendance and tardy reports Conference Staffing Notes	EDW Reports
2	No more opportunity for free morning care due to liability and supervision issues	Market a before school morning program in an attempt to alleviate the morning car drop off line	Principal and SACC Director	Number of parents interested in a fee based morning care program	Attendance reports
3	No barriers	SWPBS continues to be implemented under our RISE model	RISE Committee Members	Analyze data to see if we can implement positive rewards for students who come to school consistently and on time	Attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support Strategies	K-5	RISE TEAM	All staff	on going on PD days, LTMs, faculty meetings	monthly PBS meetings will analyze and review attendance/truancy patterns	RISE Team and truancy liason

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
After school writing tutorial program	Teacher stipend	General activities	\$525.00
			Subtotal: \$525.00
			Grand Total: \$525.00

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:	The number of in-school suspensions and number of students suspended in school will be maintained at one.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The number of in-school suspensions for 2011 was 6.	The number of in-school suspensions will be maintained at one.

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The number of students suspended in school was six in 2011.	The number of students suspended in school will be maintained at one in 2012.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The number of out-of-school suspensions in 2011 was 6.	The number of out-of-school suspensions in 2012 is expected to be no more than 5 in 2012.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The number of students suspended out-of-school was 6 in 2011.	The number of students suspended out-of-school is expected to be no more than 5 in 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	Behavior interventions currently in place are unsuccessful.	Incorporate PBS and CHAMPS strategies school-wide.	PBS Committee and administration	monitoring of referral data and suspensions	number of suspensions.
2	Implement a bus incentive program entitled Rate the Ride	Administrative team will meet with the drivers to review expectations, procedures and our SWPBS motto entitled "R.I.S.E." Respect and Responsibility Invites a Safe Environment	Administrative Team and Guidance Counselor	Number of bus referrals	Discipline data; out of school suspensions and in school suspensions

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
RISE incentives for targeted behaviors	Rewards and incentives	Internal Accounts	\$500.00
Subtotal:			\$500.00

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: \$500.00

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:		Sunrise Park Elementary will increase parent involvement by at least 20% FY 12 to FY 13			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Sunrise Park has a very active parent organization. We will increase our parent involvement by at least 20% by utilizing the following data measures (edline accounts activated, parent participation at school wide and PTA events, PTA membership) FY 12 to FY 13.		Increase participation at all yearly parent events (Tech Night, Morning Breakfast events, PTA events, Edline activation) by at least 20% FY 12 to FY 13			
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	Families may not be able to attend early in the morning.	Encourage attendance through Edline blasts, flyers, marquee.	Classroom teachers	Taking attendance at monthly breakfast clubs	Attendance sheet totals
2	Parents are reluctant to get involved at the school level due to the demands of their home/work life	Provide a variety of volunteer opportunities both before and after school hours to increase parent involvement	PTA Board and Administrative Staff	Volunteers in Public Schools (VIPS) computer system	VIPS hours logged FY 2013
3	communication with parents needs to be presented in a variety of mediums	Utilize edline, parent link, flyers and the marquee to advertise school events	Administrative Team, PTA Board	Volunteers in Public Schools (VIPS) computer system	VIPS hours logged FY 2013
4	Parents may not be aware of all of the volunteer opportunities that are available	Utilize edline, parent link, flyers and the marquee to advertise school events; hold a volunteer orientation (Boo Hoo Breakfast) to	Administrative Team, PTA Board	Volunteers in Public Schools (VIPS) computer system	VIPS hours logged FY 2013

		explain the various opportunities available at SPES			
5	Parents may not have access to a home computer	Provide mini lab sessions to encourage parental sign up and access at PTA events, SAC meetings and other family gatherings	Administrative Team	Edline reports	Edline Manager reports
6	Parents may be too busy to volunteer and remain active at the school site.	Launch an official facebook page as another way to communicate to parents; utilize parent link call outs for parents that do not have access to a computer at home.	Administrative Team	Data gathered from parent link call outs and Facebook group page	SEO, Parent Link results, membership on Facebook page

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

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

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

Parent Involvement Budget:

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

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:				
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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Club Discovery to extend the school day for our ELL/FRL/SWD population from January through April	Salaries for teachers, transportation costs, materials	SAC, K-12 and Target Grant money, SAC funds	\$5,000.00
Reading	Provide after school enrichment in reading	Salaries for teachers	SAC, grant monies, PTA	\$1,500.00
Reading	Anchor charts will be used to provide the students with visual support and references to depict shared understandings and reading concepts under study	Chart paper	Internal accounts	\$1,000.00
Reading	Teachers will utilize Reading A-Z materials (Reading A to Z, Vocabulary A to Z and Reading Tutors) to provide the students with a variety of fiction and non fiction texts as a means to differentiate instruction in iii and guided reading groups	A-Z software purchases	Technology/Lab Donations (internal accounts)	\$1,000.00
Suspension	RISE incentives for targeted behaviors	Rewards and incentives	Internal Accounts	\$500.00
				Subtotal: \$9,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will utilize reading Apps on the Ipad devices during third grade enrichment, Club Discovery, Media time and Technology time	IPADS	Golden Bell Grant funding	\$3,000.00
Mathematics	Reflex Math	SACC and Technology Funds	Internal	\$3,400.00
				Subtotal: \$6,400.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Connect teachers with relevant and up to date professional development offered via the district and area offices. Topics include: Differentiation of Instruction Daily 5 Common Core Strategies for Struggling Readers Wilson/Fundations Words Your Way	Costs associated with substitutes	Budget	\$2,500.00
Reading	Assign a reading contact to attend district Reading Coach meetings	Costs associated with substitute coverage	Budget	\$700.00
	Conduct Book Study's on a variety of topics: Common Core Lesson			

Reading	Plan Book, K-5: Working with Increasingly Complex Literature, Informational Text, and Foundational Reading Skills, Daily 5 & The Cafe, Pathways To Common Core	Professional development books purchased for the PD libraries and to use a team resources	Media Budget	\$1,000.00
				Subtotal: \$4,200.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	After School Enrichment/Tutorial	Club Suppliments	Budget	\$1,500.00
Science	Classroom hands-on labs	hands-on lab materials	General activities	\$200.00
Writing	After school writing tutorial	Teacher stipend	General activities	\$525.00
Attendance	After school writing tutorial program	Teacher stipend	General activities	\$525.00
				Subtotal: \$2,750.00
				Grand Total: \$22,350.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 11/1/2012)

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.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

To date, we have a 50/50 split on our SAC committee. (8) members are SDPBC employees, (6) members are parents and (2) members are business/community members. We are actively seeking more parents through the use of edline, parent link call outs, flyers and our school's official Facebook page.

Projected use of SAC Funds	Amount
Reimburse teachers who successfully complete additional endorsements such as gifted and reading endorsement courses.	\$500.00
Purchase professional development literature and resources to assist with the implementation of common core. These resources will be pertinent for use in LTMs, Professional Development days and faculty meetings.	\$1,000.00
Salaries to run after school enrichment and tutorial programs after school and on Saturdays.	\$2,000.00
Sub funding to allow writing teachers to individually conference with students as they prepare for FCAT Writes 2.0	\$1,000.00

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

SAC will continue to review the SIP and monitor progress towards our SIP goals. We will brainstorm academic initiatives to ensure that all students experience academic success. SAC will review district and state policies as they pertain to the academic learning of our students. SAC will also reach out to business and community volunteers to assist with the vision and mission of Sunrise Park Elementary.

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

Palm Beach School District SUNRISE PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	91%	94%	82%	356	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	69%	72%			141	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?	63% (YES)	68% (YES)			131	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					628	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District SUNRISE PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	91%	89%	83%	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	76%	61%			137	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?	69% (YES)	60% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					619	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested