

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
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Florida Department of Education
325 West Gaines Street
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School Name: SUNLAND PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Sharonda Bailey

SAC Chair: Medgine Monroe

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sharonda Bailey		1	8	2012-2013: New Principal to Sunland Park ES 2011-2012: McNab Elementary-Principal School Grade: A Reading Mastery: 67.8% Mathematics Mastery: 68.1% Writing Mastery: 88% Science Mastery: 55.1% 2010-2011: McNab Elementary-Principal School Grade: B Reading Mastery: 82% Mathematics Mastery: 87% Writing Mastery: 94% Science Mastery: 62% AYP: ELL and Hispanic subgroups did not meet AYP in reading 2009-2010: Cresthaven Elementary- Assistant Principal School Grade: A Reading Mastery: 70% Mathematics Mastery: 74% Writing Mastery: 94%

					<p>Science Mastery: 51% AYP: Black and Economically Disadvantaged did not make AYP in Mathematics. Black, Hispanic and Economically Disadvantaged students did not make AYP in Reading.</p> <p>2008-2009: Cresthaven ES-Assistant Principal Grade: A Reading Mastery: 72% Mathematics Mastery: 75% Writing Mastery: 92% Science Mastery: 51% AYP: Black, ELL, SWD, did not make AYP in Mathematics ELL and SWD did not make AYP in Reading</p>
Assis Principal	Laferne A. McLean-Cross	<p>Bachelors of Arts Degree in Elementary and Human Resources St. Thomas University</p> <p>Master of Science Degree in Educational Leadership (K-12) Barry University ESOL (K-12) Endorsement</p> <p>Certification in Elementary Education (1-6) and Educational Leadership (K-12)</p>	1	4	<p>A.C. Perry 2011- 2012 Grade A - Reading Mastery- 56% - Reading Learning Gains- 72% - Mathematics Mastery- 64% - Mathematics Learning Gains- 68% - Lowest 25% making Reading Learning Gains-71% - Lowest 25% making Mathematics Learning Gains- 72% - Writing Mastery-91%</p> <p>2010- 2011 Grade A - Reading Mastery- 76% - Reading Learning Gains- 69% - Mathematics Mastery- 82% - Mathematics Learning Gains- 66% - Lowest 25% making Reading Learning Gain %- 73% - Lowest 25% making Mathematics Learning Gain %- 67% - Writing Mastery- 96% - AYP Status (No)- 90% of Indicators Met</p> <p>2009-2010 Grade A - Reading Mastery- 74% - Reading Learning Gains- 63% - Mathematics Mastery- 87% - Mathematics Learning Gains- 66% - Lowest 25% making Reading Learning Gain %- 57% - Lowest 25% making Mathematics Learning Gain %- 76% - Writing Mastery- 92% - AYP- All subgroups met AYP</p> <p>2008-2009 Assistant Principal/Reading Coach Grade A, • Reading Mastery- 74% • Reading Learning Gains- 77% • Mathematics Mastery-83% • Mathematics Learning Gains-73% • Lowest 25% making Reading Learning Gain % - 76 • Lowest 25% making Mathematics Learning Gain % - 78 • Writing Mastery – 90% • AYP – All subgroups met AYP</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mareka Y. Lovett	Elementary Education 6 -12 Reading K-12 Educational Leadership ESOL Endorsement	1	3	<p>2012-2013: New to Sunland Park ES 2011-2012: Hollywood Hills High School 9th and 10th Reading levels 3 and above increased by 5 points Overall learning gains increased by 17 points Lowest 25th percentile increased by 21</p>

					points
Mathematics	Sherene Goodison	Elementary K-6 Reading Certified K-12 Masters in Reading	1	1	2012-2013: New to Sunland Park ES 2011- 2012: AC Perry ES Grade A - Reading Mastery- 56% - Reading Learning Gains- 72% - Mathematics Mastery- 64% - Mathematics Learning Gains- 68% - Lowest 25% making Reading Learning Gains-71% - Lowest 25% making Mathematics Learning Gains- 72% - Writing Mastery-91%
Science	Collett Wooley	Bachelor's Degree in Biology Certification Biology 6-12	3	3	Sunland Park Elementary 2011-2012 FCAT 2.0 Science % Satisfactory or Higher 33% 2010-2011 FCAT Science % Satisfactory or Higher 45% 2009 – 2010 FCAT Science % Satisfactory or Higher 13%
Writing	Tamara Isaacs-Florence	Bachelors in English Masters in Education Certification in English 6-12	1	1	2011-2012: Sunland Park Elementary Percent Satisfactory: 67%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. School will utilize SBBC's guidelines for staffing DA schools with quality teachers.	Principal Assistant Principal	August 2012	
2	2. Teacher incentives will be provided as specified on the School Improvement Grant.	Principal Assistant Principal	June 2013	
3	3. Teachers will participate and receive support in their PLCs and Lesson Study groups. These will take place after school hours and will be funded by the School Improvement Grant.	Principal Assistant Principal	June 2013	
4	4. Instructional curriculum coaches will model lessons, mentor teachers with less than 3 years of experience, and provide classroom support to all teachers.	Instructional Curriculum Coaches	June 2013	
5	5. Teacher leaders will be provided the opportunity to gain leadership experiences working on tasks and projects to increase student achievement.	Assistant Principal	June 2013	
6	6. Recruitment at Broward County Teacher Job Fair	Principal	August 2012	
7	7. Review of resumes	Principal	August 2012	
8	8. Recommendations by colleagues	Principal	August 2012	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	There are no Non-Highly Effective teachers currently indentified at Sunland Park ES.

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
30	23.3%(7)	20.0%(6)	33.3%(10)	20.0%(6)	50.0%(15)	96.7%(29)	3.3%(1)	0.0%(0)	46.7%(14)

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
Medgine Monroe	Laura Mandic	Second Year Teacher and New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
Alexandra Alvarez	Gina Campbell	New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
Karen Hamilton	Denise Almonte	New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
Tamara Issac- Florence	Jeanette Luna	New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
Sherene Goodison	Amy Fuller	New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
Tamara Issac- Florence	Olamide Moore	New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
Medgine Monroe	Bridgette Brown-Burkes	New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
Adrian Wilson	Joseph Leone	New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
Collette Woolley	Troy Malcolm	New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
Mareka Lovette	Gabrielle Gonzalez	New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
Mareka Lovette	Joann Xavier	New to the School	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities.
LaFerne Cross, Assistant Principal	Sherene Goodison		Leadership Pursuant
LaFerne Cross, Assistant Principal	Mareka Lovett		Leadership Pursuant

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

There will be training for all teachers and administration to address academic achievement problems and concerns. Funds from Title I professional development will be allocated for these activities.

Reading, mathematics, writing and science coaches will be utilized to provide professional development to teachers. Professional development will include Lesson Study, PLCs, curriculum planning and MTSS/RtI. Funds from Title I professional development will be allocated for these activities.

Extended learning opportunities for students (through targeted assistance programs) will be established based on data of the students' academic needs. This will include after school and Saturday activities. Title I ELO funds will be allocated for this program.

Parent activities, workshops, and seminars will be planned to assist parents in helping their child improve his/her academic and social performance. Title I parent involvement funds will be allocated for these activities.

The school parent resource room will provide curriculum, life skills, and parenting resources. We will provide services that fit the needs of our parents, ie. Resume writing, how to complete and file income tax files, job interviewing, how to help my child when..., etc. Title I parent involvement funds and partnership resources will be allocated for this implementation.

Parents are invited to the annual Title I meeting by flyers that are sent home, telephone parent link announcement, postings on the school marquee, and on the school website.

The Title I annual meeting date and time is communicated to the community during the Open House. Flyers are sent home and a parent phone link is set before the meeting.

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

Funds will be allocated to cover professional development conducted by the district.

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time line to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sharonda Bailey, Principal
LaFerne McLean-Cross, Assistant Principal
Odein Samuda-King, Guidance Counselor and RtI coordinator
Barbara Alzate, ESE Specialist
Odein Samuda-King, ELL/ESOL Coordinator
Sherene Goodison, Mathematics Coach
Mareka Lovett, Reading Coach
Collet Woolley, Science Coach
Tamara Isaacs-Florence, Writing Coach
Genna M. Reichstein, School Psychologist
Melanie I. Birken, Social Worker

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

The school-based MTSS/RTI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that an 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 MTSS/RTI Leadership Team. The school-based MTSS/RTI Leadership team 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 which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are made available and the intervention is implemented with fidelity.

The four steps of the Problem-Solving Model are:

1. Problem Identification: identify the problem and the desired behavior for the students.
2. Problem Analysis: analyze why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design and Implementation: select or develop evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating: The effectiveness of a student's or a group of students' responses to the implemented intervention is evaluated and measured. The problem-solving process is a self correcting and, if necessary, recycled in order to achieve the best outcomes for all students.

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 MTSS/RTI Leadership Team will meet with the School Advisory Council (SAC) and will help to develop the 2013 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets will focus attention on deficient areas that will be discussed. Additional topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP/AMO (Annual Measurable Objectives) and subgroups
- Strengths and weaknesses of intensive programs
- Parental Involvement, Mentoring, tutoring, 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.

We will utilize the District's Data Warehouse and the State's Progress Monitoring and Reporting System to summarize data. We will summarize the following data:

Baseline Data:

Florida Comprehensive Assessment Test (FCAT)
 Florida Assessment for Instruction in Reading (FAIR)
 Broward County Benchmark Assessment Test
 FCAT Pro Assessments
 Mini-Assessments
 Core Program Assessments
 Teacher Assessments/Observation
 Student Portfolios
 Discipline Referrals
 Retentions
 Attendance

Midyear Data:

Florida Assessment for Instruction in Reading (FAIR)
 Broward County Benchmark Assessment Test
 Discipline Referrals
 Retentions
 Attendance

End of year data:

Florida Assessment for Instruction in Reading (FAIR)
 Florida Comprehensive Assessment Test (FCAT)
 FCAT Writes
 Discipline Referrals
 Retentions
 Attendance

Describe the plan to train staff on MTSS.

The MTSS/RTI Specialist will provide in-service to the faculty throughout the year. These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Positive Behavioral Support (PBS)
- 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.

*Assisting teachers in understanding the Behavioral and Academic Support Information System (BASIS), Broward County Intervention system

Describe the plan to support MTSS.

The school based Leadership Team will function in the following manner for the academic needs of students based on the Struggling Readers Chart:

1. The RtI Leadership Team will review 2011-2012 FAIR and FCAT data to determine the level and intensity of initial services required for each student. The three-tiered model for delivery of intervention services will be utilized.

The RtI Leadership Team will review the SIP goals and consider these goals when making recommendations regarding student learning plans. Also it will be represented at SAC committee meetings.

TIER 1 students will be provided the following, but are not limited to:

- a daily minimal 90-minute uninterrupted reading block
 - a scientifically research-based comprehensive core reading program that provides instruction for the six essential components of reading (phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension)
 - small group differentiated instruction that reinforces initial instruction and addresses the specific needs of students
- quarterly school-wide screening and progress monitoring

TIER 2 students will be provided the following, but are not limited to:

- a daily minimal 120-minute uninterrupted reading block
- a scientifically research-based comprehensive core reading program that provides instruction for the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- small group differentiated instruction that reinforces initial instruction and addresses the specific needs of students
- quarterly school-wide screenings and monthly ongoing progress monitoring
- intensive intervention resources that will provide for systematic and explicit instruction in the six essential components of reading
- ongoing progress monitoring, which could include core reading program assessments, timed readings, or observations

TIER 3 students will be provided the following, but are not limited to:

- a daily 150-minute reading block, with at least a 90-minute segment of uninterrupted time
- a scientifically research-based comprehensive core reading program that is different from the core reading program used the previous school year
- a scientifically research-based comprehensive core reading program that provides instruction for the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- small group differentiated instruction that reinforces initial instruction and addresses the specific needs of students
- immediate intensive intervention designed to meet the specific differentiated needs of students who exhibit reading deficiencies as determined by screening, progress monitoring, and diagnostic assessments;
- double and triple dose intensive intervention, in addition to the 90 minute instructional reading block that will provide for the specific needs of students
- intensive intervention resources that are different from, and in addition to, supplemental and core reading program materials
- intensive intervention resources that will provide for systematic and explicit instruction in the six essential components of reading
- ongoing progress monitoring, which could include core reading program assessments, timed readings, or observations

RtI Coordinator will assign case managers at the initial RtI meeting. The tier flow will be as follows:

Tier I- Teachers will consult with team leaders and colleagues to implement appropriate strategies when students are not responding to tier I instruction.

Tier II- Teachers will consult with curriculum coaches, behavior specialist, guidance counselor, ESE, and school psychologist. The process begins with the initial RtI meeting. After 4-6 weeks of data collection and interventions, if strategies are not effective, the case is moved to tier III.

Tier III- RtI team meets again to discuss the interventions. If interventions are not working then case is referred to CPST (Collaborative Problem Solving Team). Data will be graphed and stored electronically.

Reading data sources will include: Phonics Progress Monitoring Tool, Phonics Quick Check, weekly comprehension tests, QAR assessments, and fluency passages.

Math data sources will include: Go Math Assessments, Key Math Assessment, and Broward County Mini-Assessments.

Science data sources will include: Science Broward County Assessment Test 1 and Broward County Science Mini-Assessments.

Writing data sources will include: Writing Baseline Assessment and cold writing prompts.

Behavior

The school based Leadership Team will function in the following manner for the behavioral needs of students based on the Struggling Behavior Chart for Proactive and Positive Approach to Classroom Management:

1. The RtI Leadership Team will review behavioral data such as prior referrals, counseling services, behavioral interventions (contracts), Functional Behavioral Assessment (FBA's), and Positive Behavior Intervention Plans (PBIPs), to determine the level and intensity of initial services required for each student. The three-tiered model for delivery of intervention services will be utilized.

TIER 1 students will be provided the following, but are not limited to:

- a school-wide proactive discipline plan
- implementation of CHAMPs to reinforce school-wide expectations
- Individualized classroom management system
- Ongoing school-wide behavioral monitoring

TIER 2 students will be provided the following, but are not limited to:

- customized contracts for specific targeted behaviors
- specific strategies and interventions to be utilized throughout the school day
- ongoing school-wide behavioral monitoring through evidenced –based data, conferencing with parents and staff
- small group or individual intervention which may include but not limited to counseling sessions with Guidance Counselor and /or Behavior Specialist, or contracted agencies

TIER 3 students will be provided the following, but are not limited to:

- intensive individual counseling services offered by school staff or contracted agencies
- specific strategies and interventions to be utilized throughout the school day
- functional Behavior Assessment and also Positive Behavior Plan
- reference to the Collaborative Problem Solving Team to pursue possible evaluation
- ongoing school-wide behavioral monitoring through evidenced –based data, conferencing with parents and staff

2 The Curriculum Coach, Reading Coaches, and other school-based personnel will administer the DAR assessment to students who scored below the 30th % on Stanford Diagnostic Reading Test, and to students who scored below level 3 on the FCAT. This diagnostic will serve to further identify students' specific deficiencies in the area of reading.

3 The Curriculum Coach and Reading Coaches will collaborate with teachers to implement research-based intervention instructional strategies and programs to address academic concerns for tier 2 and/or tier 3 students.

4. The Curriculum Coach, Math, Writing, and Science Coaches, and administration will review 2011-12 FCAT, BAT, mini assessments, and other district provided data of students who did not show proficiency. This review will serve to further identify students' specific benchmark deficiencies.

5. The Curriculum Coach, Math, Writing, and Science Coaches, and administration will collaborate with teachers during data chats to implement research-based intervention instructional strategies and programs to address academic concerns for tier 2 and/or tier 3 students and programs to address behavioral concerns for tier 2 and/or tier 3 students.

6. The Guidance Counselor, ESOL Coordinator, and Behavior Specialist, will keep the team abreast of existing barriers that may interfere in each student's ability to learn such as: identified disability, poor attendance, limited academic engagement, emotional or behavioral concerns, limited opportunities for developmental enrichment, and/or limited English proficiency.

8. The Assistant Principal and Behavior Specialist will monitor and report out on trends in students' behavior referrals on an ongoing basis.

9. The team will meet with teachers on a bi-weekly basis to evaluate evidence-based data to determine students' response to intervention.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sharonda Bailey, Principal
LaFerne Cross, Assistant Principal
Odein Samuda-King, Guidance Counselor and RtI coordinator
Barbara Alzate, ESE Specialist
Odein Samuda- King, ELL/ESOL Coordinator
Karen Hamilton, Kindergarten Teacher
Josephine Watson, Third Grade

Sherene Goodison, Mathematics Coach
Mareka Lovett, Reading Coach
Collet Woolley, Science Coach
Tamara Isaacs-Florence, Writing Coach

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

Meet monthly
Explore and research successful literacy initiatives in different settings
Design, assign and monitor literacy initiatives
Report to SAC current reading and math data, e.g. mini assessments tied to the instructional focus calendar (IFC) Benchmark Assessment Test (BAT)
Attend accountability meetings
Report to Administration

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

To establish and build a strong foundation for the Literacy Leadership Team. (LLT)
Provide quality monitoring for the RTI process in order to increase student literacy.
Implement a school-wide literacy project which can involve all the disciplines. This project will be "One School, One Book".
Every student, staff member, interested parents, partners and community members will be invited to read the same book and participate in discussion groups. There will be a "kick-off" and culminating events that will underscore the importance of reading. There will be mathematics, science, and writing activities that will connect with the content of the book.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/19/2012)

*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.

Sunland Park Elementary School provides an annual public meeting (Kindergarten Round-up) in the Spring. The public meeting provides assistance to parents and students who are making a transition from one level to another. Parents and students are better prepared to understand the components of the educational process. The public meeting will provide successful transition tips for parents and students. The public meeting will cover the following topics: enrollment information, curriculum information, readiness skills, and establish an open line of communication between the school and home. Additional topics will discuss a smooth transition for the whole child, socially, emotionally, academically, and physically.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

n/a

*High Schools Only

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

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

n/a

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

n/a

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 24% of students will score at level 3 on the FCAT 2.0 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15.4% (16) achieved proficiency at Level 3	24% (25) are expected to achieve proficiency at level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack appropriate use of grade level vocabulary in grades K-5.	<p>Teachers will increase vocabulary based on students' needs via:</p> <ul style="list-style-type: none"> •Explicit instruction and word study/etymology •Targeted Close Reading strategies •Appropriate software •Graphic organizers/Thinking Maps •Spiraling benchmark reviews •FCRR centers •FCRR Empowering lessons for teachers •Secondary Instructional Focus Calendar targeted to areas of improvement •Focus lessons via core program and supplemental materials <p>Focus in grades K-2 using the following research-based programs:</p> <ul style="list-style-type: none"> •Foundations program for identified students with targeted needs in phonological /phonemic awareness, phonics and spelling. •Buzz About It read aloud program for literacy and informational text development. <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching 	Administrators Reading Coach	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Coaching cycle for teachers in need of improvement •Ongoing monitoring and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via vocabulary journals <p>Periodic Classroom Assessments via:</p> <ul style="list-style-type: none"> •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FOCUS •FCAT Pro

support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions

- Professional Learning Communities
- Lesson Study

Additional interventions for students via:

- Increased learning time during school targeting areas of improvement
- Extended learning opportunities after school targeting areas of improvement

Students lack experience and practice with increasingly complex texts.

- Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:
- Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.
- Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities.
- Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.)

Improve teacher effectiveness via:

- Professional development, implementation, and follow up
- Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions
- Professional Learning Communities
- Lesson Study

Additional interventions for students via:

- Increased learning time during school targeting areas of improvement

Administration Reading Coach

- Regular progress monitoring to determine effectiveness of instruction and curriculum.
- Bi-weekly data chats to analyze and discuss assessment, AR, fluency, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs.
- Targeted/Evidence-based Classroom Walkthroughs
- Teachers will share student work samples and best practices during regular staff meetings.
- Coaching cycle for teachers in need of improvement
- Ongoing monitoring and feedback by administrators and coach
- Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.
- RTI for identified students.

- District Benchmark Assessments
- SIP/SIG Goals Review
- Classroom Walkthrough/Observation Data
- Periodic Classroom Assessments via:
- Accelerated Reader Quizzes
- Core and Intervention program assessments
- Teacher Observation and Quick checks
- Questioning Strategies Responses
- FAIR
- FOCUS
- FCAT Pro

		<ul style="list-style-type: none"> •Extended learning opportunities after school targeting areas of improvement 			
3	Teachers will effectively plan for reading instruction.	<p>Teachers will have the opportunity to plan effectively for instruction to meet the needs of all students via:</p> <ul style="list-style-type: none"> •Weekly planning sessions facilitated by instructional coaches and administration. •Participation in Professional Learning Communities that focus on instructional practices and strategies. •Participating in Lesson Study •Reviewing student performance data bi-weekly. •Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment. •Providing opportunities for differentiated instruction based on student needs. •Follow BEEP lessons for the reading block. •Plan for interventions for students that target areas of improvement. 	Administration Reading Coach	<ul style="list-style-type: none"> •Frequent progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, AR, fluency, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Coaching cycle for teachers in need of improvement •Ongoing monitoring and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. •RTI for identified students. 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom and Common Planning Session Walkthroughs/ Observation Data •Student work samples via vocabulary journals <p>Periodic Classroom Assessments via:</p> <ul style="list-style-type: none"> •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FOCUS •FCAT Pro

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 grades 3-5, 40% of the students will score at levels 4, 5, and 6 on the Florida Alternate Assessment in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(1)	40% (2)

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
	Teachers will effectively plan for reading instruction.	<p>Teachers will have the opportunity to plan effectively for instruction to meet the needs of all students via:</p> <ul style="list-style-type: none"> •Weekly planning sessions facilitated by 	Administration Reading Coach ESE Specialist	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, AR, fluency, 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom and Common Planning Session

1	<p>instructional coaches and administration.</p> <ul style="list-style-type: none"> •Participation in Professional Learning Communities that focus on instructional practices and strategies. •Participating in Lesson Study •Reviewing student performance data bi-weekly. •Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment. •Providing opportunities for differentiated instruction based on student needs. •Follow BEEP lessons for the reading block. •Plan for interventions for students that target areas of improvement 	<p>attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs.</p> <ul style="list-style-type: none"> •Targeted/Evidence-based Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Coaching cycle for teachers in need of improvement •Ongoing monitoring and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. •RTI for identified students. 	<p>Walkthroughs/ Observation Data</p> <ul style="list-style-type: none"> •Student work samples via vocabulary journals <p>Periodic Classroom Assessments via:</p> <ul style="list-style-type: none"> •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FOCUS •FCAT Pro
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 12% of students will score level 4 or higher on the FCAT 2.0 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3%(3)achieved levels 4 and level 5.	12% (13) will achieve levels 4 and level 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack effective strategies to interpret complex texts.	<ul style="list-style-type: none"> •Identify specific before, during, and after reading strategies to interpret complex texts such as scaffolding, close reading, analyzing text, anticipation guides, RAFTS, reciprocal teaching, peer collaboration, think alouds, and more. •Identify complex texts for instruction in addition to core reading materials. •Provide explicit/ scaffolded instruction to include modeling, guided practice, and independent application of targeted strategies. 	Administrators Reading Coach	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Coaching cycle for 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom and Common Planning Session Walkthroughs/ Observation Data •Student work samples via vocabulary journals <p>Periodic Classroom Assessments via:</p> <ul style="list-style-type: none"> •Core and Intervention program assessments •Teacher

1		<p>Ongoing coaching support through the coaching cycle with:</p> <ul style="list-style-type: none"> •Using weekly common planning to effectively frontload and plan for instruction using complex text in whole group and small group instruction. •Modeling and supporting the instruction using complex text. •Aligning materials and resources for planning, centers, and instruction to the needs of students and the complexity of the benchmarks being addressed. •Modeling and the implementation of best practices established by professional development, the reading coach, administrators, and district/state support. •Targeted Professional Learning Communities and Lesson Study focused on text complexity and strategies. 		<p>teachers in need of improvement</p> <ul style="list-style-type: none"> •Ongoing monitoring (including common planning sessions) and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. 	<p>Observation and Quick checks</p> <ul style="list-style-type: none"> •Questioning Strategies Responses •FAIR •FOCUS •FCAT Pro
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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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:</p>	<p>In grades 3-5, 70% of students will score level 7 or above on the Florida Alternate Assessment in reading.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>66% (2)</p>	<p>70% (3)</p>

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
	<p>Students lack effective strategies to interpret complex texts.</p>	<ul style="list-style-type: none"> •Identify specific before, during, and after reading strategies to interpret complex texts such as scaffolding, close reading, analyzing text, anticipation guides, RAFTS, reciprocal teaching, peer collaboration, think alouds, and more. •Identify complex texts for instruction in addition to core reading materials. •Provide explicit/ scaffolded instruction to include modeling, guided 	<ul style="list-style-type: none"> •Administrators •Reading Coach •ESE Specialist 	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Teachers will share 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom and Common Planning Session Walkthroughs/ Observation Data •Student work samples via vocabulary journals Periodic Classroom Assessments via: •Core and

1		<p>practice, and independent application of targeted strategies.</p> <p>Ongoing coaching support through the coaching cycle with:</p> <ul style="list-style-type: none"> •Using weekly common planning to effectively frontload and plan for instruction using complex text in whole group and small group instruction. •Modeling and supporting the instruction using complex text. •Aligning materials and resources for planning, centers, and instruction to the needs of students and the complexity of the benchmarks being addressed. •Modeling and the implementation of best practices established by professional development, the reading coach, administrators, and district/state support. •Targeted Professional Learning Communities and Lesson Study focused on text complexity and strategies. 		<p>student work samples and best practices during regular staff meetings.</p> <ul style="list-style-type: none"> •Coaching cycle for teachers in need of improvement •Ongoing monitoring (including common planning sessions) and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. 	<p>Intervention program assessments</p> <ul style="list-style-type: none"> •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FOCUS •FCAT Pro
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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:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>In grades 3-5, 33% of students will make learning gains on the FCAT 2.0 in reading.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>45%(30) of students made learning gains in reading</p>	<p>50%(33) of students are expected to make learning gains</p>

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
	<p>Students lack use of appropriate grade level vocabulary in grades K-5.</p>	<p>Teachers will increase vocabulary based on students' needs via:</p> <ul style="list-style-type: none"> •Explicit instruction and word study/ etymology •Targeted Close Reading strategies •Appropriate software •Graphic organizers/Thinking Maps •Spiraling benchmark reviews •FCRR centers •FCRR Empowering 	<p>Administrators Reading Coach</p>	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence- 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via vocabulary journals <p>Periodic Classroom Assessments via:</p>

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lessons for teachers
•Secondary Instructional Focus Calendar targeted to areas of improvement
•Focus lessons via core program and supplemental materials

Focus in grades K-2 using the following research-based programs:
•Foundations program for identified students with targeted needs in phonological /phonemic awareness, phonics and spelling.
•Buzz About It read aloud program for literacy and informational text development.

Improve teacher effectiveness via:
•Professional development, implementation, and follow up
•Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions
•Professional Learning Communities
•Lesson Study

Additional interventions for students via:
•Increased learning time during school targeting areas of improvement
•Extended learning opportunities after school targeting areas of improvement

based Classroom Walkthroughs
•Teachers will share student work samples and best practices during regular staff meetings.
•Coaching cycle for teachers in need of improvement
•Ongoing monitoring and feedback by administrators and coach
•Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.
• RTI for identified students.

•Core and Intervention program assessments
•Teacher Observation and Quick checks
•Questioning Strategies Responses
•FAIR
•FOCUS
•FCAT Pro

Students lack experience and practice with complex texts.

Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:

•Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.

•Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities.

•Providing explicit/scaffolded instruction in fluency, vocabulary and

Administrators Reading Coach

•Regular progress monitoring to determine effectiveness of instruction and curriculum.
•Bi-weekly data chats to analyze and discuss assessment, AR, fluency, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs.
•Targeted/Evidence-based Classroom Walkthroughs
•Teachers will share student work samples and best practices during regular staff meetings.
•Coaching cycle for teachers in need of improvement
•Ongoing monitoring and feedback by administrators and coach
•Periodic core and intervention program

•District Benchmark Assessments
•SIP/SIG Goals Review
•Classroom Walkthrough/ Observation Data Periodic Classroom Assessments via:
•Accelerated Reader Quizzes
•Core and Intervention program assessments
•Teacher Observation and Quick checks
•Questioning Strategies Responses
•FAIR
•FOCUS
•FCAT Pro

2		<p>comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.)</p> <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study <p>Additional interventions for students via:</p> <ul style="list-style-type: none"> •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement 		<p>evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.</p> <ul style="list-style-type: none"> • RTI for identified students. 	
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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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>In grades 3-5, 100% of students will make learning gains on the Florida Alternative Assessment in reading.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>100% (1)</p>	<p>100% (1)</p>

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
	<p>Students lack experience and practice with complex texts.</p>	<p>Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:</p> <ul style="list-style-type: none"> •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students 	<p>Administration Reading Coach ESE Specialist</p>	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, AR, fluency, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom Walkthrough/ Observation Data •Periodic Classroom Assessments via: <ul style="list-style-type: none"> •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher

1	<p>participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities.</p> <ul style="list-style-type: none"> •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study <p>Additional interventions for students via:</p> <ul style="list-style-type: none"> •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement 	<ul style="list-style-type: none"> •Teachers will share student work samples and best practices during regular staff meetings. •Coaching cycle for teachers in need of improvement •Ongoing monitoring and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. 	<p>Observation and Quick checks</p> <ul style="list-style-type: none"> •Questioning Strategies Responses •FAIR •FOCUS •FCAT Pro
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal # 4:	In grades 3-5, 83% of students in Lowest 25% will make learning gains on the the FCAT 2.0 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(17) of students in the lowest 25% made learning gains in reading.	83%(19) of students in the lowest 25% are expected to make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack the use of grade level appropriate vocabulary in grades K-5.	<ul style="list-style-type: none"> •Teachers will increase vocabulary based on students' needs via: •Explicit instruction and word study/ etymology •Targeted Close Reading strategies 	Administrators Reading Coach	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom Walkthrough/

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- Appropriate software
- Graphic organizers/Thinking Maps
- Spiraling benchmark reviews
- FCRR centers
- FCRR Empowering lessons for teachers
- Secondary Instructional Focus Calendar targeted to areas of improvement
- Focus lessons via core program and supplemental materials

Focus in grades K-2 using the following research-based programs:

- Foundations program for identified students with targeted needs in phonological /phonemic awareness, phonics and spelling.
- Buzz About It read aloud program for literacy and informational text development.

Improve teacher effectiveness via:

- Professional development, implementation, and follow up
- Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions
- Professional Learning Communities
- Lesson Study

Additional interventions for students via:

- Increased learning time during school targeting areas of improvement
- Extended learning opportunities after school targeting areas of improvement

assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs.

- Targeted/Evidence-based Classroom Walkthroughs
- Teachers will share student work samples and best practices during regular staff meetings.
- Coaching cycle for teachers in need of improvement
- Ongoing monitoring and feedback by administrators and coach
- Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.
- RTI for identified students.

Observation Data

- Student work samples via vocabulary journals

Periodic Classroom Assessments via:

- Core and Intervention program assessments
- Teacher Observation and Quick checks
- Questioning Strategies Responses
- FAIR
- FOCUS
- FCAT Pro

Students lack experience and practice with increasingly complex texts.

Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:

- Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.

- Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex

Administrators
Reading Coach

- Regular progress monitoring to determine effectiveness of instruction and curriculum.
- Bi-weekly data chats to analyze and discuss assessment, AR, fluency, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs.
- Targeted/Evidence-based Classroom Walkthroughs
- Teachers will share student work samples and best practices during regular staff meetings.
- Coaching cycle for

- District Benchmark Assessments
- SIP/SIG Goals Review
- Classroom Walkthrough/Observation Data

Periodic Classroom Assessments via:

- Accelerated Reader Quizzes
- Core and Intervention program assessments
- Teacher Observation and Quick checks
- Questioning Strategies

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texts that reflect their interests and abilities.

- Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.)

Improve teacher effectiveness via:

- Professional development, implementation, and follow up
- Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions
- Professional Learning Communities
- Lesson Study

Additional interventions for students via:

- Increased learning time during school targeting areas of improvement
- Extended learning opportunities after school targeting areas of improvement

teachers in need of improvement

- Ongoing monitoring and feedback by administrators and coach
- Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.
- RTI for identified students.

Responses

- FAIR
- FOCUS
- FCAT Pro

3

Teachers will effectively plan for reading instruction.

Improve teacher effectiveness via:

- Professional development, implementation, and follow up

Ongoing coaching support through the coaching cycle with:

- Using weekly common planning to effectively frontload and plan for the full reading block.
- Modeling and supporting the incorporation of purposeful and rigorous tasks aligned to the complexity level of the benchmarks being assessed.
- Planning for and modeling the incorporation of explicit instruction throughout whole group and small group instruction.
- Aligning materials and resources for planning, centers, and instruction to the needs of students and the complexity of the benchmarks being addressed.
- Modeling and the implementation of best practices established by professional

Administration Reading Coach

- Regular progress monitoring to determine effectiveness of instruction and curriculum.
- Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs.
- Targeted/Evidence-based Classroom Walkthroughs
- Teachers will share student work samples and best practices during regular staff meetings.
- Coaching cycle for teachers in need of improvement
- Ongoing monitoring (including common planning sessions) and feedback by administrators and coach
- Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.

•District Benchmark Assessments

- SIP/SIG Goals Review
- Classroom Walkthrough/ Observation Data

Periodic Classroom Assessments via:

- Accelerated Reader Quizzes
- Core and Intervention program assessments
- Teacher Observation and Quick checks
- Questioning Strategies Responses
- FAIR
- FOCUS
- FCAT Pro

	development, the reading coach, administrators, and district/state support. •Targeted Professional Learning Communities and Lesson Study	• RTI for identified students.
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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 # Over the next six years, Sunland Park Elementary will reduce the achievement gap by 50% in reading.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	21%	48%	53%	59%	65%	

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 number of students not making satisfactory progress will decrease to 80% on the FCAT 2.0 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (85)	80% (83)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students lack use of grade level appropriate vocabulary in grades K-5.	<ul style="list-style-type: none"> Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by: Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. Providing explicit/scaffolded instruction in fluency, 	Administrators Reading Coach	<ul style="list-style-type: none"> Regular progress monitoring to determine effectiveness of instruction and curriculum. Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. Targeted/Evidence-based Classroom Walkthroughs Teachers will share student work samples and best practices during regular staff meetings. Coaching cycle for teachers in need of improvement Ongoing monitoring and feedback by administrators and coach Periodic core and intervention program 	<ul style="list-style-type: none"> District Benchmark Assessments SIP/SIG Goals Review Classroom Walkthrough/ Observation Data Student work samples via vocabulary journals Periodic Classroom Assessments via: Core and Intervention program assessments Teacher Observation and Quick checks Questioning Strategies Responses FAIR FOCUS FCAT Pro

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vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.)

Improve teacher effectiveness via:
•Professional development, implementation, and follow up
•Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions
•Professional Learning Communities
•Lesson Study

Additional interventions for students via:
•Increased learning time during school targeting areas of improvement
•Extended learning opportunities after school targeting areas of improvement

evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.
• RTI for identified students.

2

Students lack experience and practice with increasingly complex texts.

Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:

•Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.

•Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities.

•Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.)

Improve teacher effectiveness via:
•Professional development, implementation, and follow up
•Ongoing coaching

Administrators
Reading Coach

•Regular progress monitoring to determine effectiveness of instruction and curriculum.
•Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs.
•Targeted/Evidence-based Classroom Walkthroughs
•Teachers will share student work samples and best practices during regular staff meetings.
•Coaching cycle for teachers in need of improvement
•Ongoing monitoring and feedback by administrators and coach
•Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.
• RTI for identified students.

•District Benchmark Assessments
•SIP/SIG Goals Review
•Classroom Walkthrough/Observation Data
•Student work samples via vocabulary journals

Periodic Classroom Assessments via:
•Core and Intervention program assessments
•Teacher Observation and Quick checks
•Questioning Strategies Responses
•FAIR
•FOCUS
•FCAT Pro

		<p>support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions</p> <ul style="list-style-type: none"> •Professional Learning Communities •Lesson Study <p>Additional interventions for students via:</p> <ul style="list-style-type: none"> •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement 			
3	Teachers will effectively plan for reading instruction.	<p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up <p>Ongoing coaching support through the coaching cycle with:</p> <ul style="list-style-type: none"> •Using weekly common planning to effectively frontload and plan for the full reading block. •Modeling and supporting the incorporation of purposeful and rigorous tasks aligned to the complexity level of the benchmarks being assessed. •Planning for and modeling the incorporation of explicit instruction throughout whole group and small group instruction. •Aligning materials and resources for planning, centers, and instruction to the needs of students and the complexity of the benchmarks being addressed. •Modeling and the implementation of best practices established by professional development, the reading coach, administrators, and district/state support. •Targeted Professional Learning Communities and Lesson Study 	Administrators Reading Coach	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Coaching cycle for teachers in need of improvement •Ongoing monitoring and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom Walkthrough/Observation Data •Student work samples via vocabulary journals <p>Periodic Classroom Assessments via:</p> <ul style="list-style-type: none"> •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FOCUS •FCAT Pro

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:	On the 2013 Reading FCAT 2.0, 75% of ELL students will make adequate yearly progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (2/4) of ELL students did not make adequate yearly progress in reading.			75% (3) of ELL students will make adequate yearly progress 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	Students are not proficient in the English language resulting in comprehension difficulties.	Students will utilize Destination ILS Reading program at least twice per week to help develop language proficiency. Ensure that all classrooms are print rich and integrate technology into the teaching and learning. Students will be instructed using research based instructional techniques.	Principal, Assistant Principal, and reading Coach	Weekly classroom walkthroughs focusing on ELL strategies and the learning environment. Review ILS Reports to monitor student progress.	CELLA, FAIR, mini-BATs, Oral Reading Fluency Scores, and Benchmark Assessment Tests 1 & 2

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	On the 2013 Reading FCAT 2.0, 50% (5/11) of Students with Disabilities will make adequate yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2013 Reading FCAT 2.0, 91% (10/11) of Students with Disabilities did not make adequate yearly progress.	50% (5/11) of Students with Disabilities will make adequate yearly progress.

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	Scheduling extra reading block during the day with the V.E. Teacher	Extending the reading block by 30 minutes daily to allow additional time for instruction and intervention for students not responding to core curriculum. Plan targeted intervention for students not responding to core plus supplemental instruction during the extended reading block. Interventions will be matched to IEP goals and provided in addition to the core-curriculum.	Principal, Assistant Principal, ESE Specialist/Teacher and Reading Coach	Review IEP Goals to ensure services and accommodations are on target and can be accomplished during the reading block.	BAT assessments 1 & 2, mini-BATs, DAR/DRA/FAIR/Rigby, Teacher's Assessment and FCAT

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

5E. Economically Disadvantaged students not making	
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satisfactory progress in reading. Reading Goal #5E:	The number of students not making satisfactory progress will decrease to 80% on the FCAT 2.0 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (84)	80% (82)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the use of grade level appropriate vocabulary in grades K-5.	<p>Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:</p> <ul style="list-style-type: none"> •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study <p>Additional interventions for students via:</p> <ul style="list-style-type: none"> •Increased learning time during school targeting areas of improvement 	Administrators Reading Coach	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Coaching cycle for teachers in need of improvement •Ongoing monitoring and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via vocabulary journals <p>Periodic Classroom Assessments via:</p> <ul style="list-style-type: none"> •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FOCUS •FCAT Pro

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		<ul style="list-style-type: none"> •Extended learning opportunities after school targeting areas of improvement 			
	Students lack experience and practice with increasingly complex texts.	<p>Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:</p> <ul style="list-style-type: none"> •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study <p>Additional interventions for students via:</p> <ul style="list-style-type: none"> •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement 	Administrators Reading Coach	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Coaching cycle for teachers in need of improvement •Ongoing monitoring and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via vocabulary journals <p>Periodic Classroom Assessments via:</p> <ul style="list-style-type: none"> •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FOCUS •FCAT Pro
	Teacher will effectively plan for reading instruction	<p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up <p>Ongoing coaching support through the coaching cycle with:</p>	Administration Reading Coach	<ul style="list-style-type: none"> •Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional 	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP/SIG Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via

3		<ul style="list-style-type: none"> •Using weekly common planning to effectively frontload and plan for the full reading block. •Modeling and supporting the incorporation of purposeful and rigorous tasks aligned to the complexity level of the benchmarks being assessed. •Planning for and modeling the incorporation of explicit instruction throughout whole group and small group instruction. •Aligning materials and resources for planning, centers, and instruction to the needs of students and the complexity of the benchmarks being addressed. •Modeling and the implementation of best practices established by professional development, the reading coach, administrators, and district/state support. •Targeted Professional Learning Communities and Lesson Study 		<p>modifications, goals, and services aligned to students' needs.</p> <ul style="list-style-type: none"> •Targeted/Evidence-based Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Coaching cycle for teachers in need of improvement •Ongoing monitoring and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students 	<p>vocabulary journals</p> <p>Periodic Classroom Assessments via:</p> <ul style="list-style-type: none"> •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FOCUS •FCAT Pro
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	K-5	Reading Coach School Improvement Committee	K-5 Teachers	Common Core PLC / twice a month Staff development / twice a month	Classroom Walk throughs/Snapshot	Leadership Team
Differentiated Instruction	K-5	InstructionalCoaches School Improvement Committees	K-5 Teachers	Common Core PLC / twice a month Staff development / twice a month	Classroom Walk Throughs/Snapshots	Leadership Team
6 Instructional Shifts to Common Core	K-5	InstructionalCoaches	K-5 Teachers	Common Core PLC / twice a month Staff development / twice a month	Classroom Walk Throughs/Snapshots	Leadership Team
Lesson Study	K-5	District	K-5 Teachers	PLC in October	Classroom Walkthrough/Snapshot	Leadership Team
Phonics for Reading	3-5	District	3-5 Teachers	PLC in October, 2012	Classroom Walkthrough /Snapshot	Leadership Team

Buzz About It	K-2	Reading Coach	3-5 Teachers	PLC in October, 2012	Classroom Walkthrough /Snapshot	Leadership Team
DIBELS	3-5	Reading Coach	3-5 Teachers	PLC in September 2012	Classroom Walkthrough/Snapshot	Leadership Team
Wilson Foundations	K-2	District	Select K-2 Teachers	Staff Development in September	Classroom Walkthrough/Snapshot	Leadership Team
Super QAR	1-5	Reading Coach	1-5 Teacher	PLC in September	Classroom Walkthrough/Snapshot	Leadership Team
Quick Reads	1-5	Reading Coach	1-5 Teachers	PLC in September	Classroom Walkthrough/Snapshot	Leadership Team
Achieve3000	2-5	Instructional Coaches/Admin	2-5 Teachers	Staff Development October 26, 2012	Classroom Walkthrough/Snapshot	Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Phonics for Reading	Reading curriculum materials utilized for students in need of reading modifications and interventions.	School Improvement Grant (SIG)	\$2,000.00
Super QAR	Reading curriculum materials that provide teaching strategies to activate the thinking process during reading.	School Improvement Grant (SIG)	\$5,300.00
Quick Reads	Reading curriculum materials utilized for students in need of reading modifications and interventions.	School Improvement Grant (SIG)	\$8,700.00
Foundations	Reading curriculum materials utilized for students in need of reading modifications and interventions.	School Improvement Grant (SIG)	\$1,600.00
			Subtotal: \$17,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$17,600.00

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:		32% (3) of students will score at the proficiency level on the 2013 Comprehensive English Learning Assessment (CELLA) in listening and speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
25% or 2/8 students					
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	Insufficient opportunities for students to converse with Creole/Spanish speaking instructors, staff, and peers on each grade level.	Classroom teachers will provide students with varied opportunities to communicate with Creole/Spanish speaking instructors, staff, and peers throughout the school during instruction, recess, lunch, and specials.	Administration Reading Coach/ESOL Contact Classroom Teacher	Teacher observation, self-assessment, peer assessment and student portfolios.	Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of 2013 Burns & Roe Informal Reading Inventory as a progress monitoring tool

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:		20% (2) of students will score at the proficiency level on the 2013 Comprehensive English Learning Assessment (CELLA) in reading.			
2012 Current Percent of Students Proficient in reading:					
13% (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
1	Students are not provided individualized reading instruction that emphasizes ESOL strategies to improve reading skills.	Develop schedule for pull-outs/push-ins small group with the reading coach and reading interventionists to include explicit/scaffolded instruction in fluency, vocabulary and comprehension.	Administration Reading Coach/ESOL Contact	Teacher observation, intervention assessment, and classroom portfolios.	Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of 2013

					Burns & Roe Informal Reading Inventory as a progress monitoring tool
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	20% (2) of students will score at the proficiency level on the 2013 Comprehensive English Learning Assessment (CELLA) in writing.
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2012 Current Percent of Students Proficient in writing:

13% (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
1	Lack of written work and visual aids displayed across the classroom.	Labeling items in the classroom and providing modeling to students on how to use visual aids related to words in the classroom will assist the ELL students in the identification of items and relating them to written words.	Administration Reading Coach/ESOL Contact Classroom Teacher	Classroom walkthroughs conducted by administration and reading coach	Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of 2013 Writing prompts and assignments

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:	In grades 3-5, 29% of students will score at level 3 on the FCAT 2.0 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(23) of the students achieved proficiency at level 3.	29% (31) of the students are expected to score at Level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers plan lessons that lack rigor in mathematics.	Teachers will incorporate effective questioning strategies in every mathematics lesson e.g. Using more open-ended questions and embed Common Core State Standards in daily activities Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly common lesson planning sessions •Professional Learning Communities •Lesson Study	Administration Mathematics Coach	Regular classroom visits and targeted/ evidence based classroom Walk-Throughs on a weekly basis. Frequent data chats with teachers and support staff. Frequent data chats with teachers and students. Teachers will share student work samples and best practices	Using data from administrative checklist Periodic assessments Teacher observation and quick checks Questioning Strategies
2	Teachers have limited comprehension of materials in the content area.	Improve teachers understanding of content area materials through – professional development and follow up, ongoing coaching support through modeling co-teaching follow up and feed back, monitoring lesson plans, and professional learning communities.	Administration Mathematics Coach	Teachers sharing best practices The coaching cycle for teachers in need of improvement Ongoing monitoring and feedback by administration and coach	Coach monitoring and quick checks Samples of student work
	Teachers plan for limited student engagement during mathematics instruction.	Teachers will use the Concrete, Representational, and Abstract (C-R-A) Strategies to engage students during mathematics instruction. For example using manipulatives, ltools,	Administration, District Support, and Mathematics Coach	Regular progress monitoring to determine effectiveness of instruction of curriculum. Ongoing monitoring via common planning sessions. Feedback given back by coach and administration by the	Textbook created formative assessments, teacher-created formative assessments and FCAT Pro

3		<p>United Streaming, Destination Math (online), and differentiated activities within Go Math teachers' edition.</p> <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly common lesson planning sessions •Professional Learning Communities •Lesson Study <p>Students will have the opportunity to engage in collaborative instruction, project-based learning, and authentic tasks.</p>		<p>created administrative check off list.</p> <p>Review student grouping chart frequently and ensure groups are redesigned to target the need of students based on assessment.</p>	
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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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:</p>	<p>In grades 3-5, 40% of the students will score at levels 4, 5, and 6 on the Florida Alternate Assessment in mathematics.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>34 % (1)</p>	<p>40% (2)</p>

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	<p>Students have limited critical thinking skills.</p>	<p>Teachers will provide students with opportunities to build critical thinking skills through: asking open-ended questions, assigning small group problem-solving activities, utilizing enrichment activities from the Go Math series, and embedding the 8 Common core mathematical standards in all assignments.</p> <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and 	<p>Administration, District Support, and Mathematics Coach</p>	<p>*Ongoing evaluations *Ongoing assessments Periodic evaluations by the teachers, coach, and administration to assess students' progress and achievement in order to modify or enhance instruction as needed.</p>	<p>Checkpoint assessments, and coach will monitor teacher's use of improving mathematical practices through questioning.</p>

		follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study			
2	Lack of differentiated activities to meet the needs of high functioning students.	Teachers will provide opportunities to support the students through- Using Differentiated teaching activities from the Go Math series Providing students with a variety of leveled center activities PLC's on differentiated center activities	Administration, District Support, and Mathematics Coach	Classroom visits and walk-throughs conducted by administration and mathematics coach Ongoing Progress Monitoring of student data	Coach monitoring and quick checks Samples of student work

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:	In grades 3-5, 15% of the students will score at levels 4 & 5 on the FCAT 2.0 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%(7) scored levels 4 & 5.	15%(16) are expected to score at levels 4 & 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for Level 4-5 students to perform rigorous tasks.	Teachers will work in conjunction with the math coach to plan and implement activities to challenge and enrich students. Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study	Administration, District Support, and Mathematics Coach	Monitoring data from the team meeting logs during data chats with teachers. Targeted evidence based classroom walkthroughs.	Student product Team meeting logs Data from the monitoring tools such as benchmark mini assessment tests, BAT 1 & 2, Go Math Check mini assessment test
	Students are having difficulty retaining mathematical content and vocabulary.	Teachers will implement strategies to assist students with retaining information and vocabulary.	Administration, District Support, and Mathematics Coach	Conducting informal assessments throughout each lesson Mathematics Coach and	Administrative checklist to monitor word wall and centers.

2		<p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study <p>Teachers will utilize the following: Chunking the important part of each lesson. Using active word walls and journal activities. Centers activities that reinforce mathematical concepts and vocabulary.</p> <p>The mathematics coach and teachers will create a template and a rubric to assist students with note taking.</p>		Administration will review student note-taking books periodically to monitor accuracy of information.	Periodic checks of journals using rubric created by teachers and mathematics coach.
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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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	<p>In grades 3-5, 69% of students will score level 7 on the Florida Alternate Assessment in mathematics.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>67% (2)</p>	<p>69% (2)</p>

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
	<p>Teachers are not planning differentiated lessons/strategies for targeted students.</p>	<p>Teachers will engage in common planning using the item specifications to guide content and products of each lesson.</p> <p>Ongoing coaching support through the coaching cycle with:</p> <ul style="list-style-type: none"> •Using weekly common planning to effectively frontload and plan for the full reading block. •Modeling and supporting the incorporation of purposeful and rigorous 	<p>Administration, District Support, and Mathematics Coach</p>	<p>Teachers will share student samples during PLC's. Regular progress monitoring to determine effectiveness of instruction of curriculum. Administration and coach will provide ongoing monitoring and feedback.</p>	<p>Administration checklist Data from monitoring tools such Benchmark mini assessment test and BAT 1 & 2 Coach monitoring and quick checks Samples of student work</p>

1		<p>tasks aligned to the complexity level of the benchmarks being assessed.</p> <ul style="list-style-type: none"> •Planning for and modeling the incorporation of explicit instruction throughout whole group and small group instruction. •Aligning materials and resources for planning, centers, and instruction to the needs of students and the complexity of the benchmarks being addressed. •Modeling and the implementation of best practices established by professional development, the reading coach, administrators, and district/state support. •Targeted Professional Learning Communities and Lesson Study 			
2	Teachers are not providing sufficient opportunities for students to effectively engage with mathematical content.	<p>Teachers will attend professional development to gain deeper understanding of their grade level mathematics content.</p> <p>Teachers will implement strategies gained from PD.</p> <p>Teachers will provide opportunities for students to engage through teacher to student interactions and student-to-student interactions.</p>	Administration, District Support, and Mathematics Coach	<p>Ongoing coaching support with follow up and feedback</p> <p>Classroom Walkthroughs conducted by administration and mathematics coach</p>	Checkpoint assessments, and coach will monitor teacher's use of improving mathematical practices through questioning.

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:	In grades 3-5, 63% of students will make learning gains on FCAT 2.0 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(39)of students made learning gains.	63%(42) of students are expected to make learning gains 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
	Students have limited critical thinking skills.	Teachers will provide students with opportunities to build critical thinking skills through: Open ended questions.	Administration, District Support, and Mathematics Coach	Periodic evaluations by the teachers, coach, and administration to assess students' progress and achievement in order to modify or enhance	Checkpoint assessments, and coach will monitor teacher's use of improving mathematical

1		<p>Assigning small group problem solving activities. Utilizing enrichment activities from the Go Math series. Embedding the 8 Common core mathematical standards in all assignments</p> <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study 		instruction as needed.	practices through questioning.
2	Lack of differentiated activities to meet the needs of high functioning students.	<p>Teachers will provide opportunities to support the students through- Using Differentiated teaching activities from the Go Math series</p> <p>Providing students with a variety of leveled center activities</p> <p>PLC's on differentiated center activities</p>	Administration, District Support, and Mathematics Coach	Regular progress monitoring to determine effectiveness of instruction of curriculum. Ongoing monitoring via common planning sessions. Feedback given back by coach and administration by the created administrative check off list.	Coach monitoring and quick checks Samples of student work
3	Students are having difficulty initially understanding math concepts	Teachers will provide small group instruction to meet the needs of the students addresses the needs of the students on a daily basis.	Administration, District Support, and Mathematics Coach	Teachers will conduct formative assessments and provide students with feedback periodically.	Chapter Tests, Big Idea Tests, formative assessments and FCAT Pro Coach will conduct quick checks Student work samples

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	On the 2013 Mathematics FCAT 2.0, 100% (1/1) of the students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/1) of the students made learning gains in mathematics.	100% (1/) of the students will make learning gains 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	Gaps in prerequisite mathematical skills	Student will participate in small group strategic and intensive intervention	Principal, Assistant Principal, ESE Specialist/Teacher	Data Chats, CWT	Touch Math Assessments

	lessons utilizing the Touch Math curriculum		Key Math 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 3-5, 80% of the students in the lowest 25% will make learning gains on the FCAT 2.0 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(17) of students in the lowest 25% made learning gains.	80%(18) of students in the lowest 25% are expected to make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are planning instruction that does not address individual students' learning needs.	<p>Teachers will select respectful assignments to address learning needs.</p> <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study <p>Ongoing coaching support through the coaching cycle with:</p> <ul style="list-style-type: none"> •Using weekly common planning to effectively frontload and plan for the full reading block. •Modeling and supporting the incorporation of purposeful and rigorous tasks aligned to the complexity level of the benchmarks being assessed. •Planning for and modeling the incorporation of explicit instruction throughout whole group and small group instruction. •Aligning materials and resources for planning, centers, and instruction to the needs of students and the complexity of the benchmarks being addressed. •Modeling and the implementation of best 	Administration, District Support, and Mathematics Coach	Teachers and mathematics coach will work together to determine the structure of the instruction along with appropriate assignments to meet learning needs.	Surveys Benchmark Assessment Test Data chats

		practices established by professional development, the reading coach, administrators, and district/state support. •Targeted Professional Learning Communities and Lesson Study			
2	Teachers are not providing opportunities for students to effectively engage with mathematical content.	Teachers will attend professional development to gain deeper understanding of their grade level mathematics content. Teachers will implement strategies gained from PD. Teachers will provide opportunities for students to engage through teacher to student interactions and student-to-student interactions	Administration, District Support, and Mathematics Coach	Ongoing coaching support with follow up and feedback. Classroom walkthroughs that are conducted by the administration and mathematics coach	Data from classroom walkthrough and visits.

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, Sunland Park Elementary will reduce the achievement gap by 50% in mathematics.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38%	49%	55%	60%	66%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, the percentage of the students not making satisfactory progress in the Black subgroup will decrease to 69% on FCAT 2.0 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (74)	69% (72)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students are having difficulty understanding mathematics concepts.	Students will participate in small group instruction for remediation, while other students will participate in additional push-in/pull-out small groups to reinforce the classroom instruction.	Administration, District Support, and Mathematics Coach	Frequent Progress Monitoring of curriculum and assessments. Teachers will conduct formative assessments at the end of small group sessions to track student progress.	Results from Benchmark Assessment 1 and 2. Data logs Data from Classroom

1		<p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly common lesson planning sessions •Professional Learning Communities •Lesson Study 		Classroom walkthroughs conducted by administration and mathematics coach.	Walkthroughs
2	Teachers have limited knowledge and level of comfort with using manipulatives.	Teachers will participate in a professional development opportunity focusing on the appropriate use of manipulatives during mathematics instruction.	Administration, District Support, and Mathematics Coach	<p>Monitoring instruction, sharing student samples, and PLC meeting logs.</p> <p>Classroom walkthroughs will be conducted by administration and mathematics coach</p>	<p>Coach will conduct quick checks Student work samples</p> <p>Data from Classroom Walkthroughs</p>

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:	On the 2013 Mathematics FCAT 2.0, 100% (4/4) of the students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3/4) of the ELL students did not make satisfactory progress in mathematics.	100% (4/4) of the ELL students will make learning gains 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	Difficulty understanding mathematical concepts and vocabulary	Push-in with Math Coach, use of Go Math Intervention activities and Destination Math	Principal, Assistant Principal, and Math Coach	CWTs, data chats, review of ILS reports	mini-BATs, BAT 1 and 2, Acaletics Assessments
2	Difficulty understanding mathematical concepts and vocabulary	Push-in with Math Coach, use of Go Math Intervention activities and Destination Math	Principal, Assistant Principal, and Math Coach	CWTs, data chats, review of ILS reports	mini-BATs, BAT 1 and 2, Acaletics Assessments
3	Difficulty understanding mathematical concepts and vocabulary	Push-in with Math Coach, use of Go Math Intervention activities and Destination Math	Principal, Assistant Principal, and Math Coach	CWTs, data chats, review of ILS reports	mini-BATs, BAT 1 and 2, Acaletics 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	72% of Students with Disabilities will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

82% (9) students are not making satisfactory progress in mathematics.	72% (8) will make satisfactory progress in mathematics.
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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	Students have gaps with prerequisite mathematics skills.	<ul style="list-style-type: none"> •Students will receive intensive small group instruction using Go Math. •Students will utilize Destination (River Deep) to increase mathematical skills. •Student will utilize Touch Math to provide opportunities for students to practice mathematics skills. 	Administration Mathematics Coach ESE Specialist/Teacher	Classroom Walkthroughs Data Chats Reviewing the ILS reports for mathematics	BAT I & II Mini-assessments FCAT Pro assessments Destination (River Deep) 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5, the percentage of the students not making satisfactory progress in the Economically Disadvantaged subgroup will decrease to 69% on FCAT 2.0 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(73)	69% (71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited critical thinking skills.	Teachers will provide students with opportunities to build critical thinking skills through: Open ended questions. Assigning small group problem solving activities. Utilizing enrichment activities from the Go Math series. Embedding the 8 Common core mathematical standards in all assignments.	Administration, District Support, and Mathematics Coach	Periodic evaluations by the teachers, coach, and administration to assess students' progress and achievement in order to modify or enhance instruction as needed	Checkpoint assessments, and coach will monitor teacher's use of improving mathematical practices through questioning.
	Teachers have limited knowledge and level of comfort with using manipulatives.	Teachers will participate in a professional development opportunity focusing on the appropriate use of manipulatives during mathematics instruction. Improve teacher effectiveness via: •Professional	Administration, District Support, and Mathematics Coach	Frequent progress monitoring of curriculum and instruction, sharing student samples, and PLC meeting logs. Classroom walkthroughs conducted by administration and mathematics coach.	Coach will conduct quick checks Student work samples Data from classroom walkthroughs

2		development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study		
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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
Acaletics	3-5	Mathematics Coach	K-5 Teachers	October 2012	Acaletics Data Reports	Administration, Mathematics Coach
Think Central Platform	K-5	Mathematics Coach	K-5 Teachers	October 2012	Data Reports	Administration, Mathematics Coach
Go Math Big Idea 1, 2, 3	K-5	Mathematics Coach, District	K-5 Teachers	October 2012	Classroom Walkthroughs/ Snapshots Benchmark mini-assessments	Administration, Mathematics Coach
Riverdeep Training	K-5	Mathematics Coach	K-5 Teachers	October 2012	Classroom Walkthroughs/ Snapshots Riverdeep Data Reports	Administration, Mathematics Coach
Mathematics Centers	K-5	Mathematics Coach	K-5 Teachers	October 2012	Classroom Walkthroughs/ Snapshots	Administration, Mathematics Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Touch to Learn	Math curriculum materials used to enhance concrete learning	School Improvement Grant (SIG)	\$7,500.00
Go Math - Grab and Go	Math curriculum materials used to enhance concrete learning	School Improvement Grant (SIG)	\$5,000.00
Everyday Counts - Calendar Math	Math curriculum materials used to enhance mathematical knowledge and fluency	School Improvement Grant (SIG)	\$4,800.00
Acaletics	Research-based materials to increase fluency knowledge in mathematics	School Improvement Grant (SIG)	\$27,500.00
Subtotal:			\$44,800.00
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: \$44,800.00

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:	By 2013, 34% of students in Grade 5 will achieve proficiency (FCAT Level 3) in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (9)	34% (11)

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	Higher order questions and questioning strategies in lesson plans and lesson delivery are not consistently utilized.	Teachers will utilize effective common planning to develop three to five scaffolded higher order questions and questioning strategies to use for probing or clarifying instruction. Teachers will incorporate higher order questions during all aspect of lesson delivery, which includes probing during lectures, written/oral assessments, home-learning assignments and lesson openers. Administration and Science Coach will monitor lesson plans and instructional delivery to ensure that teachers are asking higher order questions at appropriate times during lesson delivery Improve teacher	Administrators, Science Coach	Looking at lesson plans for evidence that higher order questions are included. Administrators and science coach will monitor instructional delivery to ensure that Higher order questioning strategies are being implemented.	Student assessment data, Science notebooks, Authentic Student work

		effectiveness via: <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study 			
2	STEM approach to teaching is new to Sunland Park teachers.	Teachers will read and discuss articles to gain a better understanding of STEM. Teachers will participate in Project Based Learning professional development (PD). Science teachers will plan and implement lessons that will incorporate STEM (science, technology, engineering, and math) initiatives. STEM coordinator will plan and co-teach with teachers to implement STEM lessons. Science team will visit STEM sites	Administrators, Science Coach	Looking at lesson plans for evidence that STEM lessons are included in common planning. Administrators, Science Coach, STEM coordinator will monitor instructional delivery to ensure STEM initiatives are being implemented.	Student assessment data, Science notebooks, Authentic Student work, STEM Portfolios
3	Inconsistent strategies and style in collecting and assessing students' conceptual knowledge, inquiry, and investigative skills	Students will use science notebooks to keep written records of their investigations, science concept notes, reflections, and other authentic uses when applicable. Teachers will provide written feedback with specific suggestions or questions asking for clarification. Rubrics will be created and provided to students for clarification on their work expectations.	Administrators, Science Coach	Classroom walkthroughs specifically looking for evidence of effective science notebook usage and feedback provided by teacher, also evidence of rubric usage. Record of students' assessment grades in pinnacle gradebook.	Student assessment data, Science notebooks, Authentic Student work, lesson quizzes, chapter tests, and unit 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 group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Stimulate the inquiry minds of students scoring at or above achievement level 4 and 5 on the 4th grade Math and Reading FCAT 2.0 Test by implementing performance task that requires problem-solving skills
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (1)	11% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a disparity in their abilities to perform problem-solving task.	Science teachers will plan and implement Project Based Lessons (PBL) that enhance students' understanding of concepts and enhance their problem solving skills. Teachers will strategically incorporate in their lessons projects encompassing current scientific issues and problems in order to improve students' ability to research, inquire, and problem solve. Teachers will participate in Project Based Learning professional development and utilize strategies learned in the delivery of lessons.	Administration and Science Coach	Looking at lesson plans for evidence that PBL lessons are included in common planning. Administrators, and Science Coach, will monitor instructional delivery to ensure PBL initiatives are being implemented.	Student assessment data, Science notebooks, Authentic Student work, PBL Portfolios

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	Science Coach	K-5 Teacher	Common Core PLC / October 2012 Staff Development / October 2012	Classroom Walk Throughs Snapshots	Leadership Team
Inquiry Based Instruction	K-5	Science Coach	K-5 Teachers	Common Core PLC / October 2012 Staff Development October 2012	Classroom Walk Throughs Snapshots	Leadership Team
Science through the reading content	K-5	Science Coach	K-5 Teachers	Common Core PLC / October 2012 Staff Development / October 2012	Classroom Walk Throughs Snapshots	Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Delta Science Kits	Hands on experiments to reinforce the scientific process.	School Improvement Grant (SIG)	\$13,200.00
			Subtotal: \$13,200.00
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

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:	75%(30) of the assessed population will demonstrate mastery in the areas of Focus, Organization, Support, and Conventions by achieving a 4.0 or higher on FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (20) of the students scored 3.0 based on FACT Writes Scoring Scale of 1.0-6.0.	50% (30) of the students are expected to score a 4.0 or above.

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	Teachers will plan for effective implementation of the writing process in grades K-5.	Teachers will instruct in the writing process utilizing the Six Traits of Writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly common lesson planning sessions •Professional Learning Communities •Lesson Study	Administration, Writing Coach, and classroom teachers	Monthly Writing Assessments Classroom Walkthroughs conducted by administration and writing coach	CWTs data, Student Writing Portfolios, and monthly writing assessment data
2	Teachers will plan for instruction in appropriate grade level vocabulary and convention use.	Teachers will implement Mentor Texts as part of their writing block of instruction. Teachers will conduct min-lessons on correct convention usage continually making connections to writing (grammar is not taught in isolation).	Administration, Writing Coach, and classroom teachers	Writing Journals, Monthly Writing Assessments Classroom Walkthroughs conducted by administration and writing coach.	CWTs data, Student Writing Portfolios, and monthly writing assessment data
	Writing Coach will model for teachers on how to implement elaboration techniques in writing	Teachers will instruct and model how to implement specific details, examples, personal experiences, and figurative language	Administration, Writing Coach, and classroom teachers	Writing Journals, Writing Portfolios, and Monthly Writing Assessments Classroom Walkthroughs conducted by	CWTs data, Student Writing Portfolios, and monthly writing assessment data

3		<p>in their writing pieces.</p> <p>Ongoing coaching support through the coaching cycle with:</p> <ul style="list-style-type: none"> •Using weekly common planning to effectively frontload and plan for the full reading block. •Modeling and supporting the incorporation of purposeful and rigorous tasks aligned to the complexity level of the benchmarks being assessed. •Planning for and modeling the incorporation of explicit instruction throughout whole group and small group instruction. •Aligning materials and resources for planning, centers, and instruction to the needs of students and the complexity of the benchmarks being addressed. •Modeling and the implementation of best practices established by professional development, the reading coach, administrators, and district/state support. •Targeted Professional Learning Communities and Lesson Study 		administration and writing coach.	
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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	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
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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
Step up to Writing	K-5	Writing Coach	Select K-5 Teachers	August 2012	Classroom Walk Throughs / Snapshot	Administration / Writing Coach
Effective Planning Training	4	Writing Coach	Fourth Grade Teachers	September 2012	Classroom Walk Throughs/Snapshots	Administration/ Writing Coach
Writing Rubric Training	K-5	Writing Coach	K-5 Teachers	September 2012	Classroom Walk Throughs/ Snapshots	Administration/ Writing Coach
Writing Data Chat	K-5	Writing Coach	K-5	September 2012	Classroom WalkThroughs/ Snapshots Data Report	Administration/ Writing Coach
Response to Informational Text	K-3	Writing Coach	K-3	September 2012	Classroom Walkthroughs/ Snapshots	Administration/ Writing Coach

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance is a key factor for the success of low performing students. Almost one half of our population, 141 students, had excessive absences.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.65% was the attendance rate for the 2012 school year.	95% is the expected attendance rate for the 2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
73	67
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
117	107

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	Some students may not be motivated to attend school every day.	School Social Worker will recognize attendance (perfect, improved milestones, etc.) monthly	School Social Worker	Review of Perfect Attendance Report from DWH	Attendance bulletin Perfect Attendance Report from DWH
2	Most students walk to school every day. On rainy days and cold days the absentee rates increase significantly.	Enhance awareness of community transportation options.	Administration, Leadership Team and School Social Worker	Monitoring attendance during inclement weather days	Attendance bulletin
3	Some parents may not fully understand the educational importance of consistent attendance and punctuality, and the resources available to help them improve their child's attendance and punctuality.	The Leadership Team will increase parent/guardian awareness of community resources, provide parent workshops, and ParentLink communication.	Administration, Leadership Team and School Social Worker	Monthly monitoring of attendance bulletin	Attendance Bulletin

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
Understanding the Framework of Poverty	K-5	District	K-5 Teachers	January 2012	Attendance Data Report	Administration, Social Worker, Community Liaison & Information Management Technician

Pro-active attendance strategies	K-5	School Social Worker	K-5 Teachers	Early Release Dates	Data Chats with Teachers	Administration and School Social Worker
Understanding the Attendance Policy and BTIP process	K-5	School Social Worker and Information Management Technician	K-5 Teachers	August 2012	Implementation of the BTIP process and completion of truancy packets	Administration and School Social Worker
Pinnacle	K-5	School Social Worker and Information Management Technician	K-5 Teachers	August 2012	Daily attendance input	School Social Worker and Information Management Technician

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
Recognition for attendance	Certificates, pencils, rewards	SIG, General Funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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:	School-based Leadership Team will facilitate and provide ongoing support for a universally consistent behavior management program.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
36	29
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
23	18

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
16	13				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
10	8				
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	Fidelity of CHAMPS and Conscious Discipline implementation	Administration will monitor the use of behavior tools and the school-wide implementation fidelity of CHAMPS and Conscious Discipline	Administration	Determine effectiveness of teacher developed CHAMPS classroom plans through evaluation of rubrics quarterly and Classroom Walkthroughs.	CHAMPS rubric Basic 5 rubric
2	Fidelity in the implementation of the RTI process	Including RTI information for use with teachers during data chats	Administration and Academic Coaches	Monitoring of number of referrals in the DMS	RTI checklist and DMS reports
3	Inconsistent discipline strategies	Leadership Team will provide push-in support for the consistent implementation of behavior protocols to increase instructional time for students.	Administration and the Leadership Team	Monitoring the number of teacher referrals	DMS and discipline 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
CHAMPS Initial Training	K-5 teachers new to CHAMPS	District Training	All teachers new to CHAMPS and Select Teachers that exhibit classroom management	District scheduled dates	Classroom walkthrough/ snapshot	Administration
CHAMPS Refresh Strategies	K-5 Teachers	District Support	K-5 Teachers	Once a Month	Monitor rate of monthly suspension by grade level	Administration

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Sunland offers a number of educational activities and experiences for parents. Very few choose to take advantage of these opportunities.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
5% (17)		10%(34)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents have limited understanding of the connection between parent involvement and student achievement.	Administration and School Social Worker will implement a parent education program. Administration and Leadership Team will enhance the Parent Passport Program to address academic, social and behavior needs of students	Administration, Leadership Team and School Social Worker	Conduct a mid-year parent satisfaction survey Active parenting pre/post tests	Parent surveys Results of Active Parenting Pre/Post Tests data Signi-in Sheets
2	Strategies for communicating information are in place but need to be distributed in a more timely manner.	Parent communications including flyers, parent phone link, and marquee will be utilized. Notification will commence 5-7 days prior to the events.	Administration and Leadership Team	Conduct a mid-year parent satisfaction survey.	Parent Surveys

		Parent Newsletter will be distributed on a monthly basis to notify parents of upcoming school activities.			
3	Parents are unaware of the resources available to them at school.	Administration, guidance and School Social Worker will increase awareness and usage of the parent resource room.	Administration, Leadership Team, and School Social Worker	Sign-in sheets	parent survey

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
Pro-active attendance strategies	K-5	SSW	School-wide K-5	Early Release Day	Data Chats with teachers	Admin/SSW
Understanding the Attendance Policy and BTIP process	K-5	SSW & IMT	School-wide K-5	August 2012	Implementation of BTIP process and completion of truancy packets	Admin/SSW/IMT
Pinnacle	K-5	SSW & IMT	School-wide K-5	August 2012	Daily attendance input	IMT/SSW

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:		Stimulate the inquiry minds of students by implementing performance task that requires problem-solving skills in the areas of Science, Mathematics, Technology, and Engineering.			
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	STEM approach to teaching is new to Sunland Park teachers.	Teachers will read and discuss articles to gain a better understanding of STEM. Teachers will participate in Project-based learning professional development (PD). Science teachers will plan and implement lessons that will incorporate STEM (Science, Technology, Engineering, and Mathematics) initiatives. STEM coordinator will plan and co-teach with teachers to implement STEM lessons. Science team will visit STEM sites.	Administration Science Coach Science Coordinator	Reviewing lesson plans for evidence that STEM lessons are included in common planning. Administration, Science Coach, STEM Coordinator will monitor instructional delivery to ensure STEM initiatives are being implemented.	STEM Project Fair, assessment data, Science notebooks, authentic student work, STEM portfolios.

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
Project-based Learning	K-5	District Facilitator Science Coach	School-wide	Monthly	Classroom walkthroughs Review of Lesson plans Student portfolios	Administrator Science Coach

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Project-based Learning	Engineering is Elements for Elementary	SIG	\$800.00
			Subtotal: \$800.00

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: \$800.00

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	Phonics for Reading	Reading curriculum materials utilized for students in need of reading modifications and interventions.	School Improvement Grant (SIG)	\$2,000.00
Reading	Super QAR	Reading curriculum materials that provide teaching strategies to activate the thinking process during reading.	School Improvement Grant (SIG)	\$5,300.00
Reading	Quick Reads	Reading curriculum materials utilized for students in need of reading modifications and interventions.	School Improvement Grant (SIG)	\$8,700.00
Reading	Fundations	Reading curriculum materials utilized for students in need of reading modifications and interventions.	School Improvement Grant (SIG)	\$1,600.00
Mathematics	Touch to Learn	Math curriculum materials used to enhance concrete learning	School Improvement Grant (SIG)	\$7,500.00
Mathematics	Go Math - Grab and Go	Math curriculum materials used to enhance concrete learning	School Improvement Grant (SIG)	\$5,000.00
Mathematics	Everyday Counts - Calendar Math	Math curriculum materials used to enhance mathematical knowledge and fluency	School Improvement Grant (SIG)	\$4,800.00
Mathematics	Acaletics	Research-based materials to increase fluency knowledge in mathematics	School Improvement Grant (SIG)	\$27,500.00
Science	Delta Science Kits	Hands on experiments to reinforce the scientific process.	School Improvement Grant (SIG)	\$13,200.00
STEM	Project-based Learning	Engineering is Elements for Elementary	SIG	\$800.00
				Subtotal: \$76,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Recognition for attendance	Certificates, pencils, rewards	SIG, General Funds	\$500.00
				Subtotal: \$500.00
				Grand Total: \$76,900.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Achievement Incentives	\$500.00

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

Review the student achievement data and oversee the implementation of strategies described in the SIP.
Recommend adjustments for instruction based on data to the principal.
Serve as forum for the SIP subcommittees to report.
Vote on teachers' requests and SAC fund allocations.
Provide student achievement incentives.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District SUNLAND PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	52%	67%	45%	206	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	45%	54%			99	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?	60% (YES)	53% (YES)			113	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					418	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Broward School District SUNLAND PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	49%	73%	13%	183	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	56%	62%			118	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?	57% (YES)	63% (YES)			120	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					421	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested