

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SUNSET PARK ELEMENTARY SCHOOL

District Name: Dade

Principal: Sara N. Martin

SAC Chair: Ryan Slater

Superintendent: Alberto Carvalho

Date of School Board Approval: TBA

Last Modified on: 10/12/2012

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

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

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	Sara N. Martin	B.S. Florida International University, Elem. Ed. 1-5, M.S. Nova Southeastern University, Ed. 1-5; Ed. S/ ESOL K-12: School Principal- Nova	7	16	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Reading 77% 87% 77% 88% 88% High Standards Mathematics 72% 89% 81% 88% 87% Learning Gains-Reading 77% 76% 78% 71% 69% Learning Gains-Mathematics 74% 58% 73% 73% 74% Gains-Reading-25% 75% 70% 71% 71% 62 % Gains-Mathematics-25% 70% 62% 71% 71% 66%

Assis Principal	Maricarmen T. Abreu	B.S. Florida International University, Elem. Ed. 1-5, ESOL K-12 Endorsement: M.S. Florida International University, Ed. 1-5; Ed. S., Florida International University, Educational Leadership	7	7	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Reading 77% 87% 77% 88% 88% High Standards Mathematics 72% 89% 81% 88% 87% Learning Gains-Reading 77% 76% 78% 71% 69% Learning Gains-Mathematics 74% 58% 73% 73% 74% Gains-Reading-25% 75% 70% 71% 71% 62 % Gains-Mathematics-25% 70% 62% 71% 71% 66%
-----------------	---------------------	---	---	---	--

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	Dina Sowers	Elem. Education K-6 ESOL Endorsed Reading K-12 Ed. Leadership	8	3	'12 '11 '10 School Grade A A A High Standards Reading 77% 87% 77% 81% High Standards Mathematics 72% 89% 81% Learning Gains-Reading 77% 76% 78% Learning Gains-Mathematics 74% 58% 73% Gains-Reading-25% 75% 70% 71% Gains-Mathematics-25% 70% 62% 71%

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. Professional Development to assist teachers	PD Liaison	On-going	
2	2. Regular meeting with the Administrative Team	Principal/ Assistant Principal	On-going	
3	3. Leadership Team	Admistration, Coaches, Grade Level Chair Person	On-going	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
44	4.5%(2)	31.8%(14)	43.2%(19)	20.5%(9)	40.9%(18)	75.0%(33)	4.5%(2)	4.5%(2)	86.4%(38)

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
No data submitted			

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

Sunset Park Elementary provides services to ensure students requiring additional remediation are assisted through afterschool tutoring programs and in-school tutorial programs. Curriculum Team Leaders develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need, while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening programs that provide early intervention services for children to be considered "at-risk", assist in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:
 *training to certify qualified mentors for the New Teacher (MINT) Program
 *training for add-on endorsement programs, such as Reading, Gifted, ESOL
 *training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on MTSS/RtI implementation

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and

transportation of homeless students.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

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

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. An increase in parental information will be available to the parents through the use of e-mail, Connect-Ed phone calls, and flyers.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev.06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal
Select General Education Teachers (Primary and Intermediate):
Exceptional Student Education (ESE) Teacher
School Psychologist
Technology Specialist
Speech Language Pathologist
Student Services Personnel

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?

Principal: provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS, conducts assessments of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to develop and implement Tier 2 interventions and strategies, and integrate Tier 1 materials/instruction with Tier 2 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching and consultations.

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

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team focuses meetings around problem-solving strategies and techniques that bring out the best for Sunset Park Elementary, the teachers, and the students. The team meets once a week to engage in the following activities: review data and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, as well as students who show the need for continued intervention in identified benchmarks. Following data-driven discussions, the MTSS team identifies professional development and resources that are needed to assist the targeted areas for growth. The MTSS Leadership Team also collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. Furthermore, the team facilitates the process of building consensus and making decisions about implementation.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Released Florida Comprehensive Assessment Test (FCAT) Assessments, MDCPS Baseline Assessments, Writing Narrative and Expository Pre-Tests, Edusoft Reports

Midyear: FAIR Progress Monitoring, PMRN, Released FCAT Assessments, MDCPS Interim Assessments, Edusoft Reports
End of year: FAIR, Narrative and Expository Post-Test, 2012 Spring SAT, 2012 Spring FCAT, CELLA, Edusoft Reports
Ongoing Progress Monitoring: Monthly Writing Assessments and Monthly Released FCAT Assessments (Mathematics & Reading), Edusoft Reports
Behavior Management: Student of the Week; Classroom and Administrative Incentives

Describe the plan to train staff on MTSS.

Professional development on strategies and interventions for the MTSS method will be provided during teachers' common planning time and small sessions will take place after school, throughout the year. The teachers, who have not completed Professional Development activities, will be encouraged to do so within the first quarter of 2012-2013 school year; which will give them the necessary tools to properly address the needs of varied learners. The reading coach and administrative team will provide constant support to the teachers in making sure they are implementing the MTSS method correctly. The MTSS team will also evaluate additional staff professional development needs during the MTSS Leadership Team meetings.

Describe the plan to support MTSS.

Leadership team will meet with stakeholders to discuss and monitor student progress. On-going support will be provided by developing and implementing strategies to meet student needs and ensure academic success.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sara Martin - Principal
Maricarmen Abreu - Assistant Principal
Beatriz Blaya - Student Services Team Leader
DinaSowers - Reading Leader
Anthony Tojdowski - Math Leader
Kara Zelenak - Science Leader
Pam Ruehle - Kindergarten Team Leader
Lydis Berriz - 1st Grade Team Leader
Michelle Fernandez - 2nd Grade Team Leader
Hydie Pettinger - 3rd Grade Team Leader
Isabel Huergo-Jones - 4th Grade Team Leader
Jennifer Davis - 5th Grade Team Leader
Maria Bonachea - Technology Specialist
Dennis Baquero - Special Area Team Leader

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

The LLT meets monthly to create a collaborative environment that fosters sharing and learning and incorporates the sharing of best practices. The LLT focuses on supporting literacy instruction in all classes and encourages the use of data to improve teaching and student achievement by guiding data chats. Data is discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction. Professional development for the school is discussed after consideration of student assessment data, classroom observational data, and the needs of teachers and students. The principal will cultivate the vision to increase school-wide literacy across all content areas. The reading coach, in collaboration with the media specialist, provide motivation and promote a spirit of collaboration to create a school-wide focus on literacy and reading achievement by establishing model classrooms, conferencing with teachers and administrators, and providing professional development. The reading coach shares her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The media specialist collaborates with writing teachers to develop instructional strategies that will enhance the writing program. The reading coach works to ensure high-fidelity implementation of reading instruction.

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

The major initiative of the LLT this school year is to facilitate the use of data to guide daily reading instruction. LLT team members will meet regularly with grade levels to discuss data and appropriately address students according to their individual needs. Teachers will utilize "Florida Ready" to target deficient skills of individual students. Voyager Passport will be utilized for Tier 2 students to provide remediation that will increase student achievement. The LLT will also support the implementation of the Common Core/ Next Generation Sunshine State Standards by discussing baseline and interim

assessment data, strengths and weakness of individual benchmarks, and strategies used to address these areas. Differentiated Instruction during the Language Arts/Reading and Math blocks will incorporate SuccessMaker daily, as well Exemplary Text. Appropriate placement of students with Differentiated Instructional groups and implementation of individualized strategies will be monitored by the LLT team, as aligned with the CRRP.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Title I Administration assists Sunset Park Elementary, by providing supplemental funds beyond the State of Florida. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In addition, the Community Involvement Specialist will provide informational meetings with future Kindergarten families to explain the Kindergarten curriculum, and better prepare students to meet the challenges of Kindergarten. The kindergarten students are assessed with the Sunset Park Kindergarten Screening Test. The majority of the students are assessed prior to entering Kindergarten with the remaining students assessed within the first week of school. The areas addressed are letter sound recognition as well as identifying capital/lowercase case letters. Students are also required to identify color words, shapes and basic sight words. In addition, kindergarten students are asked to identify rhyming words, write their name and count up to ten objects. Data obtained using the Sunset Park Kindergarten Screening Test along with the district's pacing guide is used to plan instruction, and determine the need for intervention. Early Childhood Observation System (ECHOS) is administered at the beginning of the school year to assess students' social and behavioral skills. Based on the results, teachers are able to identify students' individual needs. The Kindergarten Screening Test will be re-administered mid-year and at the end of the year to show student progress

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 27% of students achieved Level 3 proficiency. Our goal for the 2013 school year is to increase Level 3 proficiency to 28%.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (85)	28% (88)

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 vocabulary skills necessary to utilize words and understand what is read, as indicated by lower performance in the Vocabulary Reporting Category.	Reinforce vocabulary skills and strategies through the implementation of a school wide content - related vocabulary plan to increase student application of content area words.	MTSS/RTI Team	Administer baseline, interim assessments quarterly and review data from classroom teacher to monitor progress of students on vocabulary benchmark.	Formative: Baseline/ Interim Assessments Summative: 2013 FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
---	-----

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:		The 2012 results of the FCAT Reading Test indicate that 44% of students achieved a Level 4 or 5. Our goal for the 2013 school year is to increase the percentage of students scoring above proficiency to 44%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
44% (138)		44% (138)			
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	Reading Comprehension is affected by students' Inexperience with higher order thinking skills, which directly impacts the Literary Analysis Reporting Category.	Incorporate Time For Kids and content area text reading selections school wide as an enrichment activity during the reading block and scheduled SuccessMaker during the differentiated component of the instructional reading block.	MTSS/RTI Team	Administer baseline and interim Assessments quarterly. Administer monthly mini-assessments and monitor progress on identified benchmarks. Review data with all gradelevels.	Formative: Baseline/ Interim Assessments Summative: 2013 FCAT 2.0

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:		The 2012 results of the FCAT Reading Test indicate that 77% of students made learning gains. Our goal for the 2013 school year is to increase the percentage of students making learning gains to 82%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			

77% (1157)			82% (167)		
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 vocabulary skills necessary to utilize words and understand what is read, as indicated by lower performance in the Vocabulary Reporting Category.	Incorporate context clues strategies during classroom instruction that will assist students in breaking down vocabulary.	MTSS/RTI Team	Review data from weekly classroom assessments for students in the tutorial program.	Formative: Baseline/ Interim Assessments Summative: 2013 FCAT 2.0

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The 2012 results of the FCAT Reading Test indicate that 75% of students in the lowest 25% made learning gains. Our goal for the 2013 school year is to increase the percentage of students in the lowest 25% making learning gains to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (41)	80% (43)

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 in the lowest 25% are deficient in the	Implement an in-school Tutorial program to	MTSS/RTI Team	Review FAIR and OPM data reports and data	Formative: Baseline/ Interim

1	fundamental reading skills necessary to master grade level skills as indicated by lower performance in the Reading Application Reporting Category.	address the reading deficiencies of students not meeting grade level expectations, incorporating Voyager Passport/ SuccessMaker.	from weekly classroom assessments to monitor progress of tested students.	Assessments, FAIR and OPM Assessments Summative: 2013 FCAT 2.0
---	--	--	---	--

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 # The 2012 results of the FCAT Reading Test indicate that 69% of all students scored proficiency. Our goal is to increase the percentage of students making proficiency to 85% by the 2015-2016 schoolyear.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

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 2012 results of the FCAT Reading Test indicate that 76% of white students scored proficiency. Our goal for the 2013 school year is to increase the percentage of students making proficiency to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76% (32)	White: 82% (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	White: Students are deficient in the fundamental reading skills necessary to master grade level skills as indicated by lower performance in the Reading Application Reporting Category.	Reinforce vocabulary skills and strategies through the implementation of a School wide "Vocabulary Bell Ringer" to increase student vocabulary.	MTSS/Rti Team	Review FAIR and OPM data reports to monitor progress of tested students.	Formative: Baseline/ Interim Assessments, FAIR a and OPM data; Summative: 2013 FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	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				

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K - 5	Reading Leader	All Teachers	August 13, 2012	Classroom walkthroughs	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1	Exemplar Text	Title I	\$3,730.00
3a.1	Tutoring Lab	Title I	\$61,500.00
3a.1	Time For Kids	EESAC	\$3,500.00
			Subtotal: \$68,730.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
2a.1	Destination Learning	Houghton Mifflin	\$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: \$68,730.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 Comprehensive English Language Learning Assessment indicate that 53% of students achieved proficiency. Our goal for the 2013 school year is to increase student proficiency by 3 percentage points to 56%.
2012 Current Percent of Students Proficient in listening/speaking:	
53% (100)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack opportunities to experience English language listening and speaking skills outside of the school environment.	Provide extended opportunities for students to communicate in English orally in and out of school.	MTSS/RtI Team and ELL Teacher	Administer baseline and interim assessments and monitor data from weekly classroom assessments for ELL students.	Formative: Benchmark Mini Assessments, Chapter Tests, and Interim Assessments Summative: 2013 Comprehensive English Language Learning Assessment

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 Comprehensive English Language Learning Assessment indicate that 35% of students achieved proficiency. Our goal for the 2013 school year is to increase student proficiency by 3 percentage points to 38%.
--	--

2012 Current Percent of Students Proficient in reading:

35% (65)

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 opportunities to read and discuss text written in English outside the school environment.	Provide extended opportunities for students to practice reading and discussing text during class instruction and after-school tutoring.	MTSS/RtI Team and ELL Teacher	Administer baseline and interim assessments and monitor data from weekly classroom assessments for ELL students.	Formative: Benchmark Mini Assessments, Chapter Tests, and Interim Assessments Summative: 2013 Comprehensive English Language Learning Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 Comprehensive English Language Learning Assessment indicate that 43% of students achieved proficiency. Our goal for the 2013 school year is to increase student proficiency by 3 percentage points to 36%.
--	--

2012 Current Percent of Students Proficient in writing:

43% (81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
--	---------------------	----------	------------------------------------	--	-----------------

			Monitoring	Strategy	
1	Students lack opportunities to communicate in written English outside the school environment.	Provide students with extended opportunities for communicating in written English through various formats or genres.	Provide students with extended opportunities for communicating in written English through various formats or genres.	Administer baseline and interim assessments and monitor data from weekly classroom assessments for ELL students.	Formative: Benchmark Mini Assessments, Chapter Tests, and Interim Assessments Summative: 2013 FCAT 2.0 Writing Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	After-School Tutoring	Title III	\$3,250.00
			Subtotal: \$3,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,250.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT Mathematics Test indicate that 27% of students achieved Level 3 proficiency. Our goal for the 2013 school year is to increase Level 3 proficiency to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (84)	30% (94)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support in the understanding of basic numbers and operations necessary to create strategies for solving problems relating to Number Sense Reporting Category.	Increase the use of manipulatives and hands-on activities to reinforce number sense concepts and incorporate problem of the day to reinforce benchmark weaknesses.	Math Chairperson, Administration	Administer baseline and interim assessments quarterly and monitor progress of students on specific benchmarks by targeting their individual areas of concern.	Formative: Baseline/ Interim Assessments Summative: 2013 FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	The 2012 results of the FCAT Mathematics Test indicate that 43% of students achieved a Level 4 or 5. Our goal for the
--	---

Mathematics Goal #2a:	2013 school year is to increase the percentage of students scoring above proficiency to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (134)	44% (138)

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 deficient in the ability to apply learned concepts to higher level skills involving Number Sense Reporting Category.	Use Enrichment component on Think Central, daily; to expand and challenge mathematical concepts taught during classroom instruction.	Math Chairperson, Administration	Monitor schools generated assessment results and analyze student growth in identified skills.	Formative: Baseline/ Interim Assessments, Site Generated Assessment; Summative: 2013 FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The 2012 results of the FCAT Mathematics Test indicate that 74% of students made learning gains. Our goal for the 2013 school year is to increase the percentage of students making learning gains to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (150)	79% (160)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are deficient in the understanding of basic numbers and operations necessary to create strategies for solving problems relating to Number Sense Reporting Category.	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts and investigate higher level concepts.	Math Leader, Administration	Administer end of Chapter, baseline, and interim assessments and monitor progress of identified students.	Formative: End of Chapter Tests and Baseline/Interim Assessments; Summative: 2012 FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The 2012 results of the FCAT Mathematics Test indicate that 70% of students in the lowest 25% made learning gains. Our goal for the 2013 school year is to increase the percentage of students in the lowest 25% making learning gains to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (36)	75% (39)

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 in the lowest 25% have limited fundamental mathematical skills necessary to master grade level concepts involving Number Sense Reporting Category.	Implement in-school tutoring to provide intervention for students not meeting high standards, utilizing Intensive Intervention component of the Go Math! Florida series.	MTSS/RtI Team	Administer end of Chapter, baseline and interim assessments and monitor progress of identified students.	Formative: End of Chapter Tests and Baseline/Interim Assessments; Summative: 2012 FCAT 2.0

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 #					
	The 2012 results of the FCAT Mathematics Test indicate that 73% of all students scored proficiency. Our goal is to increase the percentage of students making proficiency to 87% by the 2015-2016 school year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The 2012 results of the FCAT Mathematics Test indicate that 76% of white students scored proficiency and 70% of Hispanic students scored proficiency. Our goal for the 2013 school year is to increase the percentage of students making proficiency to 82% and 77% respectively.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76% (32) Hispanic: 70% (183)	White: 82% (34) Hispanic: 77% (201)

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	White and Hispanic students are deficient in the ability to apply learned concepts to higher level skills.	Incorporate the use of math journals and group discussions in order to have students explore various solutions/strategies to solve individual problems.	Math Chairperson, Administration	Administer end of Chapter, baseline, and interim assessments and monitor progress of identified students.	Formative: End of Chapter Tests and Baseline/Interim Assessments; Summative: 2013 FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The 2012 results of the FCAT Mathematics Test indicate that 69% of ELL students scored proficiency. Our goal for the 2013 school year is to increase the percentage of students making proficiency to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (38)	73% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the understanding of basic numbers and operations necessary to create strategies for solving	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts and investigate	Math Chairperson, Administration	Administer end of Chapter, baseline, and interim assessments and monitor progress of identified students.	Formative: End of Chapter Tests and Baseline/Interim Assessments; Summative: 2013

problems relating to Number Sense Reporting Category.	higher level concepts.		FCAT 2.0
---	------------------------	--	----------

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The 2012 results of the FCAT Mathematics Test indicate that 37% of SWD students scored proficiency. Our goal for the 2013 school year is to increase the percentage of students making proficiency to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (10)	48% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with Disabilities have limited fundamental mathematical skills necessary to master Number Sense concepts as indicated in the Number Sense Reporting Category.	Implement Intensive Intervention component of the Go Math! series to provide intervention for students not meeting high standards	MTSS/RtI Team, Math Coach, Administration	Administer end of Chapter, baseline and interim assessments and monitor progress of identified students.	Formative: End of Chapter Tests and Baseline/Interim Assessments; Summative: Soar to Success Report; 2013 FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The 2012 results of the FCAT Mathematics Test indicate that 71% of ED students scored proficiency. Our goal for the 2013 school year is to increase the percentage of students making proficiency to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (175)	74% (182)

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	Economically Disadvantaged students have limited fundamental mathematical skills necessary to master Number Sense concepts as indicated in the Number Sense Reporting Category.	Implement Intensive Intervention component of the Go Math! series to provide intervention for students not meeting high standards.	MTSS/RtI Team, Math Coach, Administration	Administer end of Chapter, baseline and interim assessments and monitor progress of identified students.	Formative: End of Chapter Tests and Baseline/Interim Assessments; Summative: Soar to Success Report; 2013 FCAT 2.0

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
Go Math Application	K - 5	Math Leader	All Teachers	August 13, 2012	Analyze results of Interim Assessments	Administration
Go Math - Math State Adopted Textbook	K - 5	Math Leader	All Teachers	Every second Wednesday of the month	Monitor progress of End of Chapter Tests and Interim Assessments	Administration and Math Leader

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
4a.1	Tutoring Lab using Go Math! Intensive Intervention	Title I	\$61,500.00
			Subtotal: \$61,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$61,500.00

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:	The results of the 2012 FCAT Science Test indicate that 41% of students achieved Level 3 proficiency. Our goal for the 2013 school year is to increase Level 3 proficiency to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (48)	43% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support in transferring concepts to real life experiences and experiments, as indicated by lower performance in the Nature of Science Reporting Category.	During Science instruction, the students will engage in hands-on activities and/or weekly labs as an enrichment activity and maintain an interactive and reflective journal.	Science Chairperson, Administration	Evaluate lab reports monthly to monitor scientific thinking.	Formative: Weekly lab Reports, Baseline/Interim Assessments; Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	The 2012 results of the FCAT Science Test indicate that 20% of students achieved a Level 4 or 5. Our goal for the 2013 school year is to increase the percentage of students scoring above proficiency to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (24)	22% (25)

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 deficient in the necessary process skills needed to understand the Scientific Method Reporting Category.	During Science instruction, the students will engage in above grade level (6-8) Gizmo simulations at least twice a month, to promote higher level	Science Leader, Administration	Evaluate Gizmo quizzes administered after each Gizmo is completed.	Formative: Gizmo labs and Quizzes, Baseline/Interim Assessments; Summative: 2013 FCAT 2.0

	understanding of the Scientific Method.		
--	---	--	--

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
Gizmos	4 & 5	Science Leader	All 4th and 5th grade Science Teachers	September 19, 2012	End of Chapter/Unit Tests	Administration
Reflective	K - 5	Science Leader	All Teachers	September 19, 2012	Lab Reports	Science Leader

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal for the 2013 school year is to maintain the number of students achieving at or above proficiency at 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (89)	92% (90)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support in vocabulary and elaboration skills necessary to manipulate words and build meaning when writing.	During writing instruction students will incorporate a monthly focus, such as incorporating figurative language, dialogue, voice, etc. The students will also use the writer's workshop as part of their daily writing instruction.	Reading Coach, Administration	Administer and score students' monthly writing prompts to monitor students' progress monthly. The Leadership Literacy team will conference with students after scoring the writing prompts.	Formative: Monthly Writing Assessments, District Pre/Post Writing Tests; Summative: 2013 FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop	K - 5	Reading Leader	All Teachers	August 13, 2012	Collect monthly writing samples to monitor student progress and the effectiveness of the writing instruction with evidence of writing conferences.	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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:	The attendance goal at Sunset Park Elementary for the 2012-2013 school year is to increase to 96.99% by minimizing unexcused absences, and to create a climate in Sunset Park Elementary where parents, students, and faculty feel appreciated and welcome.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.65% (673)	97.15% (676)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
145	138
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
127	121

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 and Students are unfamiliar with district attendance and tardy policies. As a result, an increase in unexcused absences and tardies has occurred from the previous school year.	Identify and refer students who have developed a pattern of excessive absences to the Counselor and conduct counseling sessions. Inform parents of attendance policies and hold parent conferences.	Administration, Counselor	Weekly updates to administration by the Counselor, Connect-ED	Weekly updates to administration by the Counselor.

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
School representatives will attend professional development sessions provided by the district regarding truancy and truancy prevention.	K - 5	Staff from attendance services and school counselor	Teachers and Counselor	Sept. 26 , 2012 – Teacher Planning Day Oct. 26, 2012 - Teacher Planning Day Feb. 4. 2013 – Teacher Planning Day	The school's attendance committee will meet quarterly to monitor trends in the attendance data.	Administration, counselor

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Sunset Park Elementary's goal for the 2012-2013 school year is to maintain our low suspension rate of maximum one student suspended out-of-school and one total in-school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	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 need support in learning how to recognize when another student is bullying him/her.	The school's counselor will provide Bullying Prevention/Intervention lessons to students, parents, and staff.	School Administration	Monitor the number of SCM incidents related to bullying.	Cognos monthly Suspension 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
Bullying Workshop	K - 5	Counselor / District	Staff, parents, and students	November 6, 2012	Monitor communication logs to determine the number of contacts made with parents of students involved in bullying incidents.	School 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>	N/A
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I school, see PIP	N/A - Title I school, see PIP

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:	During the 2011-2012 school year 3rd, 4th, and 5th grade participated in a school-wide Science Fair. Our goal for the 2012-2013 school year is to increase student participation in the school wide Science Fair by including 2nd graded 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	The anticipated barrier is the lack of teacher training in STEM best practices.	Increase opportunities for student participation in inquiry-based and independent investigations by conducting a school-wide Science Fair for students in grades 2-5. Students in Kindergarten and 1st grade will participate in the Science Fair by submitting an inquiry based class Science Fair project.	Science Chairperson; Administration	Monitor student progress by analyzing the Science Fair project using the Elementary Science, Mathematics, Engineering, and Invention Rubric.	Formative: Student Lab Sheets Summative: Elementary Science, Mathematics, Engineering, and Intervention Fair Rubric; STEM projects.

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
Science Inquiry-based investigation	K - 5	Science Leader	k -5 Science Teachers	Ongoing- from October 2012-May 2013	Ongoing- from October 2012-May 2013	P.D. Liaison, Administration

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1a.1	Exemplar Text	Title I	\$3,730.00
Reading	3a.1	Tutoring Lab	Title I	\$61,500.00
Reading	3a.1	Time For Kids	EESAC	\$3,500.00
CELLA	1.1	After-School Tutoring	Title III	\$3,250.00
Mathematics	4a.1	Tutoring Lab using Go Math! Intensive Intervention	Title I	\$61,500.00
				Subtotal: \$133,480.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	2a.1	Destination Learning	Houghton Mifflin	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$133,480.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Time for Kids	\$3,500.00

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

The School Advisory Council provides a forum for all community stakeholders to come together and focus on ensuring that Sunset Park Elementary maintains a high level of excellence. To that end, the School Advisory Council contributes to the creation of the School Improvement Plan and monitors the implementation of the School Improvement Plan. Additionally, the School Advisory Council analysis data as it becomes available to determine how well the school is progressing compared to the goals established in the School Improvement Plan. The School Advisory Council further analysis data to determine areas of strength, as well as areas of continued weakness, which require additional support.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District SUNSET PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	89%	89%	71%	336	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	58%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	62% (YES)			132	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					602	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District SUNSET PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	91%	95%	71%	343	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	71%	61%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	54% (YES)			117	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					592	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested