

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SUNSET ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Marlene Leyte-Vidal

SAC Chair: Maria D. Teijelo

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

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	Dr. Marlene Leyte -Vidal	Doctorate - Ed. Leadership Master of Science – Ed. Leadership Bachelor of Arts - Elem. Ed.	4	14	'12 '11 '10 '09 '08 School Grade A A A A AMO Y Y N N High Standards Rdg.% 91 97 97 81 78 High Standards Math % 89 96 95 95 86 Lrng Gains-Rdg. 83 74 81 72 65 Lrng Gains-Math 76 82 66 70 69 Gains-Rdg-25% 77 84 85 61 63 Gains-Math-25% 63 87 73 56 61
Assis Principal	Dr. Gigi M. Gilbert	Doctorate - Administration/Supervision Master of Science - Business Education Bachelor of Science - Business Education	3	21	12 '11 '10 '09 '08 AMO Y Y N Y Y School Grade A A F A C High Standards Rdg%. 91 97 36 48 64 High Standards Math % 83 89 96 41 82 57 Lrng Gains-Rdg. 83 76 74 45 66 59 Lrng Gains-Math 76 82 50 72 60 Gains-Rdg-25% 77 84 44 53 63 Gains-Math-25% 63 87 53 87 65
					12 '11 '10 '09 '08 AMO Y Y Y Y Y

Assis Principal	Ms. Ana Alvarez-Armon	Art Ed Leadership	1	6	School Grade B A A A A High Standards Rdg.% 48 66 70 67 89 High Standards Math% 48 72 71 78 97 Lrng Gains-Rdg. 67 58 69 39 73 Lrng Gains-Math 56 66 64 72 81 Gains-Rdg-25% 65 72 51 63 67 Gains-Math-25% 68 77 68 82 95
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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)
N/A					

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. Create professional learning communities within and across grade levels.	Principal, Administrative Team, and PD Liaison	August 18, 2012-June 8, 2012	
2	2. Schedule regular data chats with teachers to discuss student progress.	Principal, Administrative Team	August 18, 2012-June 8, 2012	
3	3. Provide on site professional development and coaching.	Principal, Administrative Team, Reading Lead	August 18, 2012-June 8, 2012	
4	4. Conduct articulation meetings.	Principal, Administrative Team	August 18, 2012-June 8, 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
4	ESOL Certification/2-5 Grade Bilingual Curriculum Spanish Language Arts

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
84	3.6%(3)	9.5%(8)	45.2%(38)	41.7%(35)	31.0%(26)	100.0%(84)	1.2%(1)	14.3%(12)	61.9%(52)

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
N/A			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the RtI Leadership Team will consist of the following members:

Principal, Assistant Principals, Reading Lead, Select General Education Teachers, SPED Teachers, Speech Language Pathologist, Social Worker, Counselors, and the School Psychologist.

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 roles and functions of the MTSS/RtI Leadership Team will be as follows:

Principal: Provides a common vision and plan for the use of data-driven decision-making, identifies the MTSS/RtI team and ensures the team meets the responsibilities of implementing the MTSS/RtI program, monitors and assesses MTSS/RtI staff members, ensures implementation of the program and documents student progress. The principal provides professional development and resources to support the MTSS/RtI program and communicates with parents regarding the MTSS/RtI plan, as well as monitors the fidelity of the delivery of instruction and interventions.

Assistant Principals: Support the principal in all MTSS/RtI program decisions, including identification of the MTSS/RtI team, implementation and monitoring of the program, monitoring of MTSS/RtI staff and student progress, delivery of adequate professional development and resources, and communication with parents regarding plan and student progress.

Instructional Leaders (Reading, Math, Science): Support all aspects of MTSS/RtI program, participate in data analysis for the purpose of identifying Tier 1, Tier 2, and Tier 3 students, monitor student progress, and participate in the student assessment and data collection process.

Instructional Coaches (Reading, Math, Science) provide guidance and leadership in instructional standards, research-based programs, and curriculum, participate in data analysis for the purpose of identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress, facilitate student assessment and data collection process. Additionally, instructional coaches provide professional development, modeling, and assistance in instructional planning and best practices, provide information regarding resources for MTSS/RtI plan, and support all aspects of MTSS/RtI plan.

Select General Education Teachers: Participate in curriculum planning for core instruction and MTSS/RtI plan, collaborate with administration and instructional coaches in identifying Tier 1, Tier 2, and Tier 3 students, and participate in the implementation of MTSS/RtI plan.

SPED Teachers: Collaborate with MTSS/RtI team in making data-driven decisions, support the development and implementation of the MTSS/RtI plan, and work with classroom teachers in all aspects of the inclusion program.

Speech Language Pathologist: Assists in the selection of screening measures, identifies systemic patterns of student need with respect to language skills.

Social Worker: Provides services to individual students as needed, links community agencies to the school and families to support the child's academic, emotional, behavioral, and social successes.

Counselors, and School Psychologist: Assist in the implementation of the MTSS/RtI process, provide PDs, and progress monitor students in the process.

Additional Support:

Technology Specialist: Support the MTSS/RtI plan and team by managing the school's technology infrastructure, equipment, and programs, to facilitate implementation of MTSS/RtI plan. The Technology Specialist provides direct assistance to students and teachers with the use of specialized software.

The MTSS/RtI Leadership Team meets bi-weekly to develop a functioning MTSS/RtI schedule, review data, monitor student progress to identify students meeting or exceeding expectations and students at moderate or high risk, develop a fluid system for identifying Tier 1, 2, and 3 students based on student progress, and identify professional development needs and appropriate materials and resources.

The team also collaborates regularly to review research-based literature and programs and share best practices. The MTSS/RtI team meets to work on all aspects of the program that support the vision and mission of the school and the MTSS/RtI plan. MTSS/RtI is provided in reading, math, and science by MTSS/RtI team members, including select classroom teachers. The MTSS/RtI plan is implemented through small group differentiated instructional practices, the school's S.T.A.R.S. (Students Tackling Academic Rigor with Success) Intervention and Enrichment Program, and through traditional inclusion settings.

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/RtI Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and the Principal to help develop the School Improvement Plan. The team provides data on Tier 1, 2, and 3 students and their academic needs. The MTSS/RtI team provides information regarding the instructional needs of MTSS/RtI students and assist in the development of a systematic approach that aligns student needs with instructional resources and best teaching practices. The plan is monitored closely through a data management system that includes data analysis and a dynamic planning system for meeting the academic needs of every student.

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.

Reading:

Baseline Data: District's Baseline Test, Progress Monitoring and Reporting Network (PMRN), Spring 2012 EOY FAIR, FCAT 2.0, SAT-10

Progress Monitoring: Florida Assessment for Instruction in Reading (FAIR), PMRN Reports, Benchmark Testing, formative and summative classroom assessments and theme skills tests, when applicable

Midyear: FAIR, Midyear Interim Tests

End of Year: FAIR, PMRN Reports, FCAT 2.0, SAT-10

Mathematics:

Baseline Data: District's Baseline Test, Pre-test, FCAT 2.0, SAT-10

Progress Monitoring: Benchmark skill tests, and formative and summative classroom concept tests

Midyear: Midyear Interim Tests

End of Year: Post-test, FCAT 2.0, SAT-10

Writing:

Baseline Data: District's Pre-Writing Expository and Narrative Tests

Progress Monitoring: Monthly School Wide Writing Prompts in English and the Foreign Languages

Midyear: District's Mid-Year Expository and Narrative Test

End of Year: End of Year Post-Test, and FCAT 2.0

Science:

Baseline: District's Baseline Tests, Pre-test, and previous year's FCAT 2.0 results

Progress Monitoring: Weekly Formative Assessments, Bi-weekly Unit Tests, when applicable, Benchmark Assessments

Midyear: Interim Tests

End of Year: Post-test, FCAT 2.0

Behavior:

Baseline: Student Case Management System (SCM), Detentions, Suspensions/Expulsions Reports, Schools Fabulous Phoenix Award

Progress Monitoring: Monthly Office Referrals, Attendance Records and Implementation of Sunset's Global Core Values Character Initiative

Midyear: Monthly SCM Reports and Suspension/Expulsion Reports

End of Year: Monthly SCM Reports and EOY Suspension/Expulsion Report

Describe the plan to train staff on MTSS.

An assigned MTSS/RtI Team consisting of an Assistant Principal, Reading Lead and Counselor will meet Summer 2012 to review the MTSS/RtI process and its implementation and monitoring. The MTSS/RtI team will meet with the school's professional development liaison to develop a schedule to enhance the training of all instructional staff on how to improve MTSS/RtI problem solving and data analysis process to better understand and enhance effective implementation of the basic principles of MTSS/RtI. The scheduled trainings will be delivered prior to December 2012, with ongoing support throughout the remainder of the year. The MTSS/RtI instructional staff will be offered professional development opportunities through the MDCPS Professional Development Menu with master plan points awarded to all staff members completing the course successfully.

Describe the plan to support MTSS.

MTSS will be supported through a variety of means in combination with all stakeholders through collaboration to seek an increase in student achievement. There will be effective, highly involved leadership that will provide connections between the MTSS guidelines in consideration of the District's and school's mission and vision statements. Furthermore, policies and procedures will be aligned across classroom, grade level, building, district, and state levels. There will be ongoing efficient facilitation and successful use of a problem-solving process that will support planning, implementation, and the evaluation of effective services. There will be in place comprehensive, efficient and user-friendly data systems to assist and support decisions at all levels. All means of coaching support will be implemented to assist school team and staff problem solving efforts. The school's professional development opportunities will be driven by data that will seek to align core student goals and faculty/staff needs. Lastly, communication amongst all stakeholders will be fluid and include frequent celebrations for success.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sunset Elementary's Literacy Leadership Team will consist of the following members:

Dr. Marlene Leyte-Vidal, Principal; Dr. Gigi Gilbert, Ms. Ana Alvarez-Armon, Assistant Principals; Zulema Diaz-Soto, Esther Cue, Jeannette Acevedo-Isenberg, Marlem Diaz-Brown, Lilliana Piedra, General Education Teachers; Sharon Colon, Special Education Representative, and Raquel Perez-Portela the Media Specialist.

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

Principal: Provides guidance with the implementation of the Core Reading Program (CRP) that's guided by a systematic and explicit curriculum. Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, ensures implementation of intervention support programs, ensures adequate professional development to support the implementation of the Core Reading Program and RtI process, and communicates with parents regarding school-based RtI plans and activities. Ensures that resources and instructional practices in all three languages support higher order thinking and analysis, contribute to a language rich environment, and increase concept driven instruction and student inquiry across all levels and programs. The Principal provides opportunities for teachers to participate in reflective practices/planning sessions. Ensures that the learning environment provides and incorporates print rich materials in English, as well as in the foreign languages of the International Studies Program (German, French, and Spanish).

Assistant Principals: Provide support to the principal and analyze data on an ongoing basis to diversify and align curriculum instruction, as necessary.

Facilitate professional development opportunities and provide support to all instructional staff.

Itinerant Reading Coach: Provides guidance on the Core Reading Program; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data driven instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

General Education Teachers (Primary and Intermediate): Provide information about core instruction, participates in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education (SPED) Representative: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities and inclusion program.

Subject Area Instructional Leaders (Reading/Math/Science):

Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on research based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with the administration to identify appropriate, evidence-based intervention strategies; assists with school wide assessment programs that provide early intervening services for children considered to be "at risk;" assist in the design and implementation of progress monitoring efforts, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Media Specialist: Assists with the alignment and integration of technology resources and print materials to support and enhance classroom instruction, as well as co-teaches and model literacy lessons for teachers, as needed.

The school-based Literacy Leadership Team will focus meetings around one question: How does the team develop and maintain a systematic approach to implementing and monitoring quality planning, teaching, and assessment practices? The team meets once a week to engage in the following activities:

Review students' baseline data and previous year's data and performance to better plan instruction and ongoing formative and summative assessments; establishes systems to link efforts to all instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development opportunities and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, as well as practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The school-based Literacy Leadership Team meet with the principal and EESAC to help develop the SIP. The team will provide data on Tier 1, Tier 2, and Tier 3 targets and on academic and social/emotional areas that need to be addressed, help set clear expectations for instruction (Rigor, Relevance, Relationship), facilitate the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing) and align processes and procedures.

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

Sunset Elementary will continue to enhance its global curriculum as it is implemented across all grade levels and departments the goal of preparing all students to be well-educated, productive, and internationally-minded citizens. Teachers and students will continue to focus on four concept-driven, big idea essential questions throughout the school year and across subject areas. These big ideas add rigor to the development of curriculum and the school's instructional practices. There is an emphasis on promoting cultural, environmental, and economic awareness. What it means to be a global citizen is strengthened through a school wide service learning program, student ambassadors, and the schools' Kids4Kindness character development initiative. This year, Sunset Elementary will enhance this component of our curriculum through three main initiatives, as follows:

- Melissa Forney writing resources will be implemented school wide in grades PK-5, and throughout the International Language Programs in an effort to further develop students' writing skills as they address each essential question and further develop their higher order and research skills;
- Sunset Elementary will offer six parent informational sessions to inform our parent community of curriculum trends, international education and student services related topics;
- Sunset Elementary, in conjunction with The University of Miami, will continue to work cohesively in developing a professional development site at our school in which student teachers will be paired up with mentor teachers to enhance curriculum instruction for our students and further develop their instructional skills and abilities. Through this partnership, Sunset Elementary teachers will continue to participate in staff development opportunities related to the school's initiatives and other ongoing professional development requirements.

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.

N/A

*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 2.0 Reading Test indicate that 23 % of students achieved Level 3 proficiency. Our goal for the 2013 FCAT 2.0 is to maintain 23 % of students achieving Level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (136)	23% (139)

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>An area of primary deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were the following reporting categories by gradelevel:</p> <p>Grade 3: Reading Application</p> <p>Grade 4: Literary Analysis, Fiction/Nonfiction</p> <p>Grade 5: Informational Text/Research Process</p>	<p>Grades 3-5: Build skills and accelerate academic growth in the Big Six areas of reading comprehension: fluency, decoding, oral language, phonological awareness, phonics, vocabulary and comprehension through the implementation of pull-out tutoring during the day utilizing Voyager Passport, Reading Plus, and SuccessMaker 4.0.</p> <p>Grades 3-5: Implementation of differentiated instruction will be made available to identified students through Sunset Elementary's S.T.A.R.S. (Students Tackling Academic Rigor with Success) Program.</p> <p>Grade 3: AR/STAR will be implemented in Kindergarten through Fifth Grade at the beginning of the school year.</p> <p>Grade 3-4: Hourly instructor will be hired to implement enrichment strategies through small group instruction.</p> <p>Grades 3-5: An increase in differentiated instruction and data-driven interventions</p>	Principal, Assistant Principals	<p>Administration will conduct biweekly reviews Voyager, Reading Plus and SuccessMaker data reports to ensure progress is being made and adjust strategies as needed.</p> <p>Implementation will be monitored via Accelerated Reader and STAR progress reports, as well as formative assessments.</p> <p>Implement the Florida Continuous Improvement Model by identifying students in the core curriculum needing intervention and enrichment.</p>	<p>Formative: Baseline Assessments; Quarterly District Interim Assessments; Biweekly assessment/data report, Reading Plus Reports; and SuccessMaker 4.0 Reports</p> <p>Progress Monitoring: Quarterly FAIR reports (AP1, AP2, and AP3); and ongoing progress monitoring utilizing FAIR assessments/resources; District's Baseline, Interim Assessments</p> <p>STAR/AR Reports Summative: 2013 FCAT 2.0 Reading Test</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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 results of the 2012 FCAT 2.0 Reading test indicate that 68 % of the students achieved Level 4 and 5 proficiency. Our goal for the 2013 FCAT 2.0 is to maintain Levels 4 and 5 student proficiency at 68 %
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (411)	68% (411)

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	An area of primary deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were the following reporting categories by gradelevel: Grade 3: Reading Application Grade 4: Literary Analysis, Fiction/Nonfiction Grade 5: Informational Text/Research Process	Grades 3-5: Use Project Based Enrichment Learning in order to move students from guided learning to more independent learning, placing emphasis on informational text and concept development. Grade 3: AR/STAR will be implemented in Kindergarten and First Grade at the beginning of the school year. Grades 3-5: Increase the use of informational text and language rich trade books starting in Kindergarten	Principal, Assistant Principals	Administration will conduct monthly classroom assessments/observations focusing on students' ability to complete assignments as teachers become facilitators, guiding students to become independent learners. Rubrics and self-evaluation tools will be developed to assess student learning.	Formative: Student work samples utilizing rubric, and teacher generated authentic assessments Progress Monitoring: District's Baseline and Interim Assessments Summative: 2013 FCAT 2.0 Reading 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:

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
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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 results of the 2012 FCAT 2.0 Reading test indicate that 83 % of students made learning gains. Our goal for the 2013 FCAT 2.0 is to increase students achieving learning gains by 5 percentage point to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (327)	88% (347)

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	An area of primary deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were the following reporting categories by gradelevel: Grade 3: Reading Application Grade 4: Literary Analysis, Fiction/Nonfiction Grade 5: Informational Text/Research Process	Grades 3-5: Reading teachers will identify fluid reading groups and differentiate instruction according to progress monitoring and formative assessments. Grades 3-4: Implementation of differentiated instruction will be made available to identified students through Sunset Elementary's S.T.A.R.S. (Students Tackling Academic Rigor with Success) Program.	Principal, Assistant Principals	Using the FCIM, administrators will conduct biweekly review data by Voyager, Reading Plus and SuccessMaker 4.0 to ensure progress is being made and adjust intervention as needed.	Formative: Baseline Assessments; Quarterly District Interim Assessments; Biweekly assessment/data report, Reading Plus Reports; and SuccessMaker Reports Progress Monitoring: Quarterly FAIR reports (AP1, AP2, and AP3); and ongoing progress monitoring utilizing FAIR assessments/resources; District's Baseline, Interim Assessments Summative: 2013 FCAT 2.0 Reading

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 results of the 2012 FCAT 2.0 reading test indicate that 77 % of students in the lowest 25% made learning gains. Our goal for the 2013 FCAT 2.0 is to increase the lowest 25% achieving learning gains by 5 percentage points to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (37)	82% (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	An area of primary deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were the following reporting categories by gradelevel: Grade 3: Reading Application Grade 4: Literary Analysis, Fiction/Nonfiction Grade 5: Informational Text/Research Process	Grades 3-4: The school will continue its implementation of the S.T.A.R.S. Program, with specific MTSS/RtI guidelines, using varied text to practice identifying topics and themes within texts. Grades 3-5: Students will participate in the Voyager Intervention Program and/or SuccessMaker 4.0 with fidelity in grades K-2.	Principal, Assistant Principals	Using the FCIM, the school leadership team will review biweekly data from Voyager, Reading Plus and SuccessMaker 4.0 and quarterly FAIR to ensure progress is being made and adjust intervention as needed	Formative: Biweekly assessment/data reports; FAIR quarterly reports; Reading Plus Reports; Voyager Reports; and SuccessMaker Reports Progress Monitoring: Quarterly FAIR reports (AP1, AP2, and AP3); and ongoing progress monitoring utilizing FAIR assessments/resources; District's Baseline and Interim Assessments Summative:

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 # Our goal is to decrease by 50% the non-proficient student from the baseline of 2011 to the administration of the 2017 FCAT 2.0.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	<p>White: The results of the 2012 FCAT 2.0 Reading test indicate that in 93% of these students made satisfactory progress.</p> <p>Our goal for the 2013 FCAT 2.0 is to increase the students in this subgroup making satisfactory progress by 1 percentage point to 94%.</p> <p>Black: The results of the 2012 FCAT 2.0 Reading test indicate that in 78% of these students made satisfactory progress.</p> <p>Our goal for the 2013 FCAT 2.0 is to increase the students in this subgroup making satisfactory progress by 4 percentage point to 82%.</p> <p>Hispanic: The results of the 2012 FCAT 2.0 Reading test indicate that in 91% of these students made satisfactory progress.</p> <p>Our goal for the 2013 FCAT 2.0 is to increase the students in this subgroup making satisfactory progress by 1 percentage point to 92%.</p> <p>Asian: N/A American Indian: N/A</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 93%(237) Black: 78% (18) Hispanic: 91%(295) Asian: N/A American Indian: N/A	White: 94%(240) Black: 82%(19) Hispanic: 92%(298) Asian: N/A American Indian: 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
<p>White: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is reporting category Literary Analysis.</p> <p>Black: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is reporting</p>	<p>Grades 3-5: Reading teachers will identify fluid reading groups and differentiate instruction according to progress monitoring and formative assessments.</p> <p>Grades 3-4: Implementation of differentiated instruction will be made available to</p>	Principal, Assistant Principals	Using the FCIM, the school leadership team will review biweekly data from Voyager, Reading Plus and SuccessMaker 4.0 and quarterly FAIR to ensure progress is being made and adjust intervention as needed.	<p>Formative: Biweekly assessment/data reports; FAIR quarterly reports; Reading Plus Reports; Voyager Reports; and SuccessMaker Reports</p> <p>Progress Monitoring: Quarterly FAIR reports (AP1, AP2, and AP3);</p>

1	category Literary Analysis. Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is reporting category Literary Analysis Asian: N/A American Indian: N/A	identified students through Sunset Elementary's S.T.A.R.S. (Students Tackling Academic Rigor with Success) Program.		and ongoing progress monitoring utilizing FAIR assessments/resources; District's Baseline and Interim Assessments Summative: 2013 FCAT 2.0 Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in 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
1	An area of deficiency as noted on the 2012 CELLA is Reading.	Teacher instruction will reflect strategies in picture walks, prediction, and bridging prior knowledge in home language with the acquisition of the English language.	Principal, Assistant Principals	Using the FCIM, the school leadership team will review biweekly data and adjust instruction as needed.	Formative: Biweekly assessment/data reports; FAIR quarterly reports; Reading Plus Reports; Voyager Reports; and SuccessMaker Reports Progress Monitoring: Quarterly FAIR reports (AP1, AP2, and AP3); and ongoing progress monitoring utilizing FAIR assessments/resources; District's Baseline and Interim Assessments Summative: 2013 FCAT 2.0 Assessment
2	An area of deficiency as noted on the 2012 CELLA is Writing.	Teacher instruction will reflect use of graphic organizers where students develop ideas and information through written samples. This will allow students of different levels of language proficiency to develop effective writing skills	Principal, Assistant Principals	Using the FCIM, the school leadership team will review biweekly data and adjust instruction as needed.	Formative: Biweekly assessment/data reports; FAIR quarterly reports; Reading Plus Reports; Voyager Reports; and SuccessMaker Reports Progress Monitoring: Quarterly FAIR reports (AP1, AP2, and AP3); and ongoing progress monitoring utilizing FAIR assessments/resources; District's Baseline and Interim 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 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
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is reporting category Literary Analysis	Grades 3-5: Reading teachers will identify fluid reading groups and differentiate instruction according to progress monitoring and formative assessments. Grades 3-4: Implementation of differentiated instruction will be made available to identified students through Sunset Elementary's S.T.A.R.S. (Students Tackling Academic Rigor with Success) Program.	Principal, Assistant Principals	Using the FCIM, the school leadership team will review biweekly data from Voyager, Reading Plus and SuccessMaker 4.0 and quarterly FAIR to ensure progress is being made and adjust intervention as needed.	Formative: Biweekly assessment/data reports; FAIR quarterly reports; Reading Plus Reports; Voyager Reports; and SuccessMaker Reports Progress Monitoring: Quarterly FAIR reports (AP1, AP2, and AP3); and ongoing progress monitoring utilizing FAIR assessments/resources; District's Baseline and Interim Assessments Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
	The area of deficiency as noted on the 2012	Grades 3-5: Reading teachers will identify	Principal, Assistant	Using the FCIM, the school leadership team	Formative: Biweekly

1	administration of the FCAT 2.0 is reporting category Literary Analysis	fluid reading groups and differentiate instruction according to progress monitoring and formative assessments. Grades 3-4: Implementation of differentiated instruction will be made available to identified students through Sunset Elementary's S.T.A.R.S. (Students Tackling Academic Rigor with Success) Program.	Principals	will review biweekly data from Voyager, Reading Plus and SuccessMaker 4.0 and quarterly FAIR to ensure progress is being made and adjust intervention as needed	assessment/data reports: FAIR quarterly reports; Reading Plus Reports; Voyager Reports; and SuccessMaker Reports Progress Monitoring: Quarterly FAIR reports (AP1, AP2, and AP3); and ongoing progress monitoring utilizing FAIR assessments/resources; District's Baseline and Interim Assessments Summative: 2013 FCAT 2.0 Assessment
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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
Inquiry-Based Learning, Webb's Depth of Knowledge	K-5 Cross Curriculum	PD Liaison Curriculum Coaches	School Wide	August 18, 2012	Samples of student artifacts/self reflection tool	Leadership Team
Authentic Assessments	K-5 Cross Curriculum	PD Liaison Curriculum Coaches	School Wide	February 1, 2013	Samples of student artifacts/self reflection tool	Leadership Team
Implementation of Common Core State Standards	K-5 Cross Curriculum	PD Liaison Curriculum Coaches	School Wide	October 3, 2012	Samples of student artifacts/self reflection tool	Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Goal #4	Supplemental Informational Text and Reference and Research; Intervention/Enrichment Resources	EESAC	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,000.00

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:		During the 2012 administration of the CELLA, 71% of our students were at mastery. For the 2013 administration of the CELLA, we would like to increase student mastery 4 percentage points to 75%.			
2012 Current Percent of Students Proficient in listening/speaking:					
71% (84).					
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	An area of deficiency in listening is the increase in registration of international students in third grade as shown by a 13% of mastery of the 2012 CELLA Testing results. An area of deficiency in speaking is the limited opportunities to practice as shown by a 13% of mastery of the 2012 CELLA Testing results.	Students will produce language in response to response to first-hand, multi-sensorial experiences.	Principal, Assistant Principals	Using the FCIM, the school leadership team will review biweekly data and adjust instruction as needed.	Formative: Oral Language Development Assessments Progress Monitoring: Monitor steps for using Language Experience Approach (LEA) in the classroom. Summative: 2013 CELLA Results

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:	During the 2012 administration of the CELLA, 53% of our students were at mastery. For the 2013 administration of the CELLA, we would like to increase student mastery 5 percentage points to 58%.
2012 Current Percent of Students Proficient in reading:	
53% (62)	

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	An area of deficiency in reading as per the 2012 CELLA results show that Kindergarten students lack of identification of letter sound recognition.	Teacher instruction will reflect strategies in picture walks, prediction, and bridging prior knowledge in home language with the acquisition of the English language.	Principal, Assistant Principals	Using the FCIM, the school leadership team will review biweekly data and adjust instruction as needed.	Formative: Oral Language Development Assessments Progress Monitoring: Monitor steps for using Language Experience Approach (LEA) in the classroom. Summative: 2013 CELLA Results

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

3. Students scoring proficient in writing.

CELLA Goal #3:

During the 2012 administration of the CELLA, 57% of our students were at mastery.

For the 2013 administration of the CELLA, we would like to increase student mastery 5 percentage points to 62%.

2012 Current Percent of Students Proficient in writing:

57% (67)

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	An area of deficiency in writing is the increase in registration of international students in kindergarten as shown by 20% of mastery and in third grade as shown by a 29% of mastery of the 2012 CELLA Testing results	Teacher instruction will reflect use of graphic organizers where students develop ideas and information through written samples. This will allow students of different levels of language proficiency to develop effective writing skills.	Principal, Assistant Principals	Using the FCIM, the school leadership team will review biweekly data and adjust instruction as needed.	Formative: Oral Language Development Assessments Progress Monitoring: Monitor steps for using Language Experience Approach (LEA) in the classroom. Summative: 2013 CELLA Results

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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 24 % of students achieved Level 3 proficiency. Our goal for the 2013 FCAT 2.0 is to maintain 24 % of students achieving Level 3 proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (142)	24% (145)

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	A primary barrier as noted on the 2012 FCAT 2.0 Mathematics Test were the Reporting Categories by gradelevel: Grade 3: Number: Fractions. Grade 4: Number: Operations & Problems and Geometry and Measurement. Grade 5: Number: Base Ten & Fractions	Grade 4: Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice. Grades 3 & 5: Provide hands- on grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Grades 3-5: Include a Geometry and Measurement unit of study to PE and Art instruction.	Principal, Assistant Principals	Using the FCIM, Administrators will review ongoing formative assessment to ensure progress is being made and adjust instruction as needed.	Formative: Ongoing assessments; District interim data reports; Student authentic work Summative: Results from the 2013 FCAT 2.0 Mathematics 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 mathematics. Mathematics Goal # 1b:	N/A
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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. Mathematics Goal #2a:	The results of the 2011 FCAT 2.0 indicate that 77% of the students achieved proficiency Levels 4 and 5. Our goal for the 2012 FCAT 2.0 is to maintain student proficiency Levels 4 and 5 at 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (467)	77% (467)

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 results of the 2012 FCAT 2.0 Mathematics Test indicate that 66% of students achieved Levels 4 & 5 proficiency. Our goal for the 2013 FCAT 2.0 is to maintain 66% of students achieving Levels 4 & 5 proficiency	A primary barrier as noted on the 2012 FCAT 2.0 Mathematics Test were the Reporting Categories by gradelevel: Grade 3: Number: Fractions. Grade 4: Number: Operations & Problems and Geometry and Measurement. Grade 5: Number: Base Ten & Fractions	Principal, Assistant Principals	Using the FCIM, Administrators will review ongoing formative assessment to ensure progress is being made and adjust instruction as needed.	Formative: Edusoft reports; authentic student work Summative: Results from the 2013 FCAT 2.0 Mathematics 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:

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 results of the 2012 FCAT 2.0 Mathematics Test indicate that 76% of students making learning gains in mathematics. Our goal for the 2013 FCAT 2.0 is to increase to 81% or 5 percentage points, of students making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (299).	81% (318)

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	A primary barrier as noted on the 2012 FCAT 2.0 Mathematics Test were the Reporting Categories by gradelevel: Grade 3: Number: Fractions. Grade 4: Number: Operations & Problems and Geometry and Measurement. Grade 5: Number: Base Ten & Fractions	Grades 4-5: Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Grades 3-5: Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allow students to make connections with real-world situations.	Principal, Assistant Principals	Using the FCIM, Administrators will review ongoing formative assessment to ensure progress is being made and adjust instruction as needed.	Formative: Edusoft reports; ongoing weekly assessments, district interim data reports, student authentic work. Summative: Results from the 2013 FCAT 2.0 Mathematics 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:

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 results of the 2012 FCAT 2.0 Mathematics Test indicate that 63% of students in the lowest 25% made learning gains. Our goal for the 2013 FCAT 2.0 is to increase to 68% or 5 percentage points of students making learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (25).	68% (27).

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	A primary barrier as noted on the 2012 FCAT 2.0 Mathematics Test were the Reporting Categories by gradelevel: Grade 3: Number: Fractions. Grade 4: Number: Operations & Problems and Geometry and Measurement. Grade 5: Number: Base Ten & Fractions	Grade 5: Implement use of MTSS/RtI resources provided with the District's newly adopted math series to develop a deeper understanding of geometry and measurement concepts. Identify lowest performing students in grades 3-5, based on instructional needs, to participate in the school's S.T.A.R.S. Program on a weekly basis starting in September 2012. Grades 3-5: Use of SuccessMaker during and the school's Hands-On-Minds-On Lab to optimize use of computers by students in the lowest	Principal, Assistant Principals	Using the FCIM, Administrators will review ongoing formative assessment to ensure progress is being made and adjust instruction using SuccessMaker by reviewing reports to ensure students are making adequate progress. Make adjustments in computer lab schedules providing students access to computers as necessary.	Formative: ongoing teacher generated authentic assessments and learning log; student work folders; Edusoft reports. Summative: 2013 FCAT 2.0 Mathematics Test

	<p>25% a minimum of 3 times per week.</p> <p>Grades 3-5: Increase the use and availability of resources that promote concept-driven learning with regards to real-world problems.</p> <p>Grades 4-5: Utilize Curriculum Associates Florida Ready Program to enhance mastery of geometry and measurement concepts.</p>		
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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%.	Elementary School Mathematics Goal #					
	Our goal is to decrease by 50% the non-proficient from the Baseline of 2011 to the administration of the 2017 FCAT 2.0.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>White: The results of the 2012 FCAT 2.0 Math test indicate that in 91% of these students made satisfactory progress.</p> <p>Our goal for the 2013 FCAT 2.0 is to increase the students in this subgroup making satisfactory progress by 1 percentage point to 92%.</p> <p>Black: The results of the 2012 FCAT 2.0 Math test indicate that in 61% of these students made satisfactory progress.</p> <p>Our goal for the 2013 FCAT 2.0 is to increase the students in this subgroup making satisfactory progress by 8 percentage points to 69%.</p> <p>Hispanic: The results of the 2012 FCAT 2.0 Math test indicate that in 90% of these students made satisfactory progress.</p> <p>Our goal for the 2013 FCAT 2.0 is to increase the students in this subgroup making satisfactory progress by 1 percentage point to 91%.</p> <p>Asian: N/A American Indian: N/A</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: 91%(231) Black: 61%(14) Hispanic: 90%(292) Asian: N/A American Indian: N/A</p>	<p>White: 92%(234) Black: 69%(16) Hispanic: 91%(295) Asian: N/A American Indian: N/A</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>White: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is reporting category Number Operations and Problems.</p> <p>Black: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is reporting category Number Operations and Problems.</p> <p>Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is reporting category Expressions, Equations and Statistics</p> <p>Asian: N/A American Indian: N/A</p>	<p>Grade 5: Implement use of MTSS/RtI resources provided with the District's newly adopted math series to develop a deeper understanding of geometry and measurement concepts.</p> <p>Identify lowest performing students in grades 3-5, based on instructional needs, to participate in the school's S.T.A.R.S. Program on a weekly basis starting in September 2012.</p> <p>Grades 3-5: Use of SuccessMaker during and the school's Hands-On-Minds-On Lab to optimize use of computers by students in the lowest 25% a minimum of 3 times per week.</p> <p>Grades 3-5: Increase the use and availability of resources that promote concept-driven learning with regards to real-world problems.</p> <p>Grades 4-5: Utilize Curriculum Associates Florida Ready Program to enhance mastery of geometry and measurement concepts.</p>	Principal, Assistant Principals	Using the FCIM, Administrators will review ongoing formative assessment to ensure progress is being made and adjust instruction using SuccessMaker by reviewing reports to ensure students are making adequate progress. Make adjustments in computer lab schedules providing students access to computers as necessary.	<p>Formative: ongoing teacher generated authentic assessments and learning log; student work folders; Edusoft reports.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Test</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:	The results of the 2012 FCAT 2.0 Math test indicate that in 83% of these students made satisfactory progress. Our goal for the 2013 FCAT 2.0 is to increase the students in this subgroup making satisfactory progress by 2 percentage points to 85%
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(31)	85%(31)

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
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is reporting	Grade 5: Implement use of MTSS/RtI resources provided with the District's newly adopted	Principal, Assistant Principals	Using the FCIM, Administrators will review ongoing formative assessment to ensure	Formative: ongoing teacher generated authentic assessments and

1	category Expressions, Equations and Statistics	<p>math series to develop a deeper understanding of geometry and measurement concepts.</p> <p>Identify lowest performing students in grades 3-5, based on instructional needs, to participate in the school's S.T.A.R.S. Program on a weekly basis starting in September 2012.</p> <p>Grades 3-5: Use of SuccessMaker during and the school's Hands-On-Minds-On Lab to optimize use of computers by students in the lowest 25% a minimum of 3 times per week.</p> <p>Grades 3-5: Increase the use and availability of resources that promote concept-driven learning with regards to real-world problems.</p> <p>Grades 4-5: Utilize Curriculum Associates Florida Ready Program to enhance mastery of geometry and measurement concepts.</p>	<p>progress is being made and adjust instruction using SuccessMaker by reviewing reports to ensure students are making adequate progress. Make adjustments in computer lab schedules providing students access to computers as necessary.</p>	<p>learning log; student work folders; Edusoft reports.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Test</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 subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>The results of the 2012 FCAT 2.0 Math test indicate that in 35% of these students made satisfactory progress.</p> <p>Our goal for the 2013 FCAT 2.0 is to increase the students in this subgroup making satisfactory progress by 17 percentage points to 52%</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>35%(8)</p>	<p>52%(11)</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>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is reporting category Expressions, Equations and Statistics</p>	<p>Grade 5: Implement use of MTSS/RtI resources provided with the District's newly adopted math series to develop a deeper understanding of geometry and measurement concepts.</p> <p>Identify lowest performing students in grades 3-5, based on instructional needs, to participate in the school's</p>	<p>. Principal, Assistant Principals</p>	<p>Using the FCIM, Administrators will review ongoing formative assessment to ensure progress is being made and adjust instruction using SuccessMaker by reviewing reports to ensure students are making adequate progress. Make adjustments in computer lab schedules providing</p>	<p>Formative: ongoing teacher generated authentic assessments and learning log; student work folders; Edusoft reports.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Test</p>

1	<p>S.T.A.R.S. Program on a weekly basis starting in September 2012.</p> <p>Grades 3-5: Use of SuccessMaker during and the school's Hands-On-Minds-On Lab to optimize use of computers by students in the lowest 25% a minimum of 3 times per week.</p> <p>Grades 3-5: Increase the use and availability of resources that promote concept-driven learning with regards to real-world problems.</p> <p>Grades 4-5: Utilize Curriculum Associates Florida Ready Program to enhance mastery of geometry and measurement concepts.</p>	students access to computers as necessary.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p>	<p>The results of the 2012 FCAT 2.0 Math test indicate that in 75% of these students made satisfactory progress.</p> <p>Our goal for the 2013 FCAT 2.0 is to increase the students in this subgroup making satisfactory progress by 3 percentage points to 78%</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(91)	78%(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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 is reporting category Expressions, Equations and Statistics	<p>Grade 5: Implement use of MTSS/RtI resources provided with the District's newly adopted math series to develop a deeper understanding of geometry and measurement concepts.</p> <p>Identify lowest performing students in grades 3-5, based on instructional needs, to participate in the school's S.T.A.R.S. Program on a weekly basis starting in September 2012.</p> <p>Grades 3-5: Use of SuccessMaker during and the school's Hands-On-Minds-On Lab to optimize use of computers by students in the lowest</p>	Principal, Assistant Principals	Using the FCIM, Administrators will review ongoing formative assessment to ensure progress is being made and adjust instruction using SuccessMaker by reviewing reports to ensure students are making adequate progress. Make adjustments in computer lab schedules providing students access to computers as necessary.	<p>Formative: ongoing teacher generated authentic assessments and learning log; student work folders; Edusoft reports.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Test</p>

	25% a minimum of 3 times per week.		
	Grades 3-5: Increase the use and availability of resources that promote concept-driven learning with regards to real-world problems.		
	Grades 4-5: Utilize Curriculum Associates Florida Ready Program to enhance mastery of geometry and measurement concepts.		

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
Math Data Walk	Grades 3-5	Assistant Principal Math Lead	Grades 3-5	October 26, 2012	Interim Results	Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Math Grades 3-5	Common Core Workbooks	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of 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 2.0 Science Test indicate that 49% of students achieved Level 3 proficiency. Our goal for the 2013 FCAT 2.0 is to increase to 51%, or 3 percentage points of students achieving Level 3 proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (94)	51% (96)

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>The area of deficiency according to three years of trend data has been as follows:</p> <p>The area of deficiency for Level 3 Physical Science.</p> <p>The area of deficiency for Level 4 was Nature of Science.</p>	<p>Provide enrichment activities for students to design and develop in cooperative groups, science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based school wide activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.</p> <p>Students will maintain a science experiment journal.</p>	Principal, Assistant Principals	Using the FCIM Administrators will review data from District Interim Assessments.	<p>Formative: School site ongoing assessments; District's Interim Assessment; Science Projects</p> <p>Summative: 2013 FCAT 2.0</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 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 results of the 2012 FCAT 2.0 Science Test indicate that 34% of students scoring Levels 4 and 5. Our goal for the 2013 FCAT 2.0 is to maintain 34%, or 3 percentage points of students scoring Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (64)	34% (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	<p>The area of deficiency according to three years of trend data has been as follows:</p> <p>The area of deficiency for Level 3 Physical Science.</p> <p>The area of deficiency for Level 4 was Nature of Science.</p>	<p>Provide enrichment and identify students scoring 4 and 5 on the Reading and Mathematics portion of the FCAT 2.0 and mentor these students in the development of independent experimental or engineering projects.</p> <p>Participate in the school wide science and invention fair to reinforce inquiry skills and project-based learning.</p> <p>Provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair</p> <p>Students will maintain a science experiment journal.</p>	Principal, Assistant Principals	Using the FCIM Administrators will review data from District Interim Assessments.	<p>Formative: School developed rubrics, ongoing assessments; District's Interim Assessment; Science Projects</p> <p>Summative: 2013 FCAT 2.0</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 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
AIMS Science Resource Training	K-5	Science Lead	School-wide	October 26, 2012	Science Lab notebook	Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Goal 1.1	AIMS	EESAC	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,000.00

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.	The results of the 2012 FCAT 2.0 Writing Assessment indicate that 95% of students scored Level 3 or higher.
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Writing Goal #1a:	Our goal for the 2013 FCAT 2.0 is to maintain 95%, of students scoring Levels 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (204)	95% (204)

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>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Test for Level 3 was conventions in writing.</p> <p>The area of deficiency for Level 4 was focus and elaboration.</p> <p>Students need to further develop the necessary skills to incorporate real life experiences and rich language into their writing in a logical, sequential format.</p>	<p>Continue implementing Melissa Forney writing resources school-wide, to develop understanding of and ability to apply elements of skillful writing during Language Arts and Foreign Language instructional time.</p> <p>A writing club will meet bi-weekly, starting in September to enhance writing strategies in the intermediate grades.</p> <p>Implement school-wide writing plan to ensure focus on conventions of sentence structure, mechanics, usage of punctuation and spelling through the use of writing portfolios.</p> <p>Teachers will model quality writing through the use of new calibration scoring guides (anchor sets) in grades 3-5.</p> <p>Primary teachers will create grade level appropriate rubrics and calibration guides for modeling and scoring purposes.</p>	Principal, Assistant Principals	Using the FCIM, the school leadership team will review monthly writing results and data to adjust instruction as needed. Writing binders will be evaluated to show evidence of the complete writing process including cross curricular writing response activities in grades K – 5 as well as in each of the languages of instruction (English, French, German and Spanish).	<p>Formative: Grade level appropriate rubric and artifact; Students' scores on monthly writing assessments</p> <p>Summative: 2013 FCAT 2.0 Writing</p>
2	A second area of deficiency, as noted in the 2012 FCAT 2.0 Writing Assessment was students' inability to organize information into a logical sequence.	Writing instruction will provide students with opportunities to organize information into a logical sequence through the use of time-order words and cause/effect transitions and graphic organizers. Writing/Literary in-house workshops will be provided school-wide.	Principal, Assistant Principals	Using the FCIM, the school leadership team will review monthly writing results.	<p>Formative: District's Pre-Writing Test; Students' scores on monthly writing assessments</p> <p>Progress Monitoring: Scores on monthly writing prompts</p> <p>Summative: 2013 FCAT 2.0 Writing Assessment</p>

3	A third area of deficiency is editing for language conventions. Students need to use revising/editing strategies effectively in their writing skills.	Implement explicit spelling patterns and generalization instruction in addition of use of punctuation marks in compound, declarative, interrogative, and exclamatory sentences	Principal, Assistant Principals	Using the FCIM, the school leadership team will review monthly writing results.	Formative: District's Pre-Writing Test; Students' scores on monthly writing assessments Progress Monitoring: Scores on monthly writing prompts Summative: 2013 FCAT 2.0 Writing Assessment
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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
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
Training in Organizational Strategies/Rubrics for Writing	K-5	Curriculum Leaders	School Wide	October 24, 2012	Sample of student artifacts/Self reflection tool looking for evidence of holistic rubric application	Leadership Team
Training In Authentic Assessments	K-5	Curriculum Leaders	School Wide	February 1, 2013	Sample of student artifacts/Self reflection tool looking for evidence of implementation of monthly writing prompts	Leadership Team

Training in Implementation of CCSS in Writing	PK-5	Curriculum Leaders	School Wide	October 3, 2012	Sample of student artifacts/Self reflection tool looking for evidence of support, organization, and conventions	Leadership Team
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Strategy 1.1	Resources for Writing Club for Intermediate Students	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year, is to maintain attendance at 97.71% (1128)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.71% (1128)	97.71% (1128)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
121	1115
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
119	113

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>Sunset students come from all over Miami-Dade County due to the International Studies (IS) Magnet program. As a result, some students have developed a pattern of tardiness.</p> <p>Parents may be uninformed about District Attendance Policy</p>	<p>Identify and refer students who may be developing a pattern of tardiness to the ARC (Attendance Review Committee) for intervention services.</p> <p>Provide incentives to students that arrive on time to school through quarterly Attendance Medal Awards.</p> <p>Continue to place on probation of the International Studies Program students that have more than three unexcused tardies per grading period.</p> <p>Provide parents information pertaining to the District Attendance Policy at school</p>	Principal and Assistant Principals	Weekly updates to the Administration by the ARC	ARC Logs and Attendance Rosters

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
District Attendance Policy	K-5	School Counselors	School-wide	August 17, 2012	Attendance	Principal/AP/Counselors

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Initiative	Student/Class Initiative	PTA	\$200.00
			Subtotal: \$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
			Grand Total: \$200.00

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:	Our goal for the 2012-2013 is to maintain the total number to in-school suspensions from 0 to 0. Maintain the number of students suspended in-school to 0. Maintain the number of out-of-school suspensions at 5 to 5. Maintain the total number of students out-of school suspended at 4 to 4.
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
5	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4	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
	School trends indicate that school suspensions occur due to improper use of technology resulting in cyber bullying and students	Teachers and counselors will conduct sessions on the proper use of technology. Utilize the Code of	Principal and Assistant Principals	Monitor SPOT Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Monthly COGNOS report and participation log for students who are recognized for complying with

1	needing additional incentives for good behavior	<p>Student Conduct by providing incentives for compliance through the use of Elementary SPOT Success Recognition program.</p> <p>Further increase school-to-home communication regarding the proper use of technology.</p> <p>Additionally, students will be recognized weekly through Sunset Elementary's Phoenix Award, which recognizes students who demonstrate the school's outstanding character traits.</p> <p>Principal will continue to present daily Words of Wisdom.</p>		the Student Code of Conduct.
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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
Proper Use of Technology/TheCode of Student Conduct	Grades K-5	Assistant Principals/Counselors	School wide	August 16, 2012	Utilize classroom walk-throughs to monitor teachers' consistent implementation of the Code of Student Conduct and proper use of technology guidelines. Monitor SPOT Success monthly report and announce results in morning announcements.	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
#1.1	S.P.O.T. Success Certificates/Recognition	EESAC	\$100.00
#1.1	Phoenix Award Certificate	PTA/Administration	\$75.00
			Subtotal: \$175.00
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: \$175.00

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		During the 2011-2012 school year, parent participation in school-wide activities was 85%			
Parent Involvement Goal #1:		Our goal for the 2012-2013 school year is to maintain parent participation at 85%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
85% (925)		85% (925)			
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 participation in school-wide activities by parents of students that reside in extended attendance boundaries.	1.1. Implement an incentive plan for parents of SPED students to attend PTA opening meeting and follow-up school-wide activities. Provide childcare and refreshments to encourage attendance PTA meetings. Use of Connect Ed to communicate activities.	Principal School Volunteer Liaison	Using the FCIM Administrators will review the sign-in sheet to identify parents of SPED students who attended meeting.	Sign-in Sheet
2	Scheduling of school wide events conflicts for working parents to participate in volunteer opportunities at the school.	Offer the annual Volunteer Orientation Meeting offered during the first month of school followed by a series of new Parent Outreach Sessions (6 total) at varying times.	Principal School Volunteer Liaison	Review sign-in sheets to evaluate parent participation. Parent's feedback through formal and informal surveys.	Sign-in Sheets for Volunteer Orientation and school-wide activities

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
Navigating through The Parent Portal	K-5	Parent Academy	Parents	November 9, 2012	Review Log/Sign In Sheets	Counselors
Curriculum Connections to the FCAT 2.0 and SAT 10	1-5	Curriculum Coaches	Parents	January 14, 2013	Review Log/ Sign In Sheets	Principal and Curriculum Leaders
Managing Your Stress	K-5	Parent Academy	Parents	February 11, 2013	Review Log/Sign In Sheets	Counselors
Study Skills	K-5	Counselors	Parents	Ocotber 29, 2012	Review Log/Sign in Sheets	Principal Counselors
Science Fair	3-5	Science Lead	Parents	December 5, 2012	Review Log/Sign In Sheets	Principal and Science Lead
Internet Safety	K-5	Parent Academy	Parents	March 4, 2013	Review Log/ Sign-In Sheets	Counselors
Bullying Prevention	K-5	Counselors	Parents	March 18, 2013	Review Log/Sign In Sheets	Counselors
Volunteer Orientation	PK-5	School Volunteer Liaison	Parents	Ocotober 1, 2012	Review Log/Sign-In Sheets	Principal and School Volunteer Liaison

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement 1.1	Parents Incentive Program	PTA	\$200.00
			Subtotal: \$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
			Grand Total: \$200.00

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:		Our goal for 2012-2013 is to offer access and instruction to the Science Discovery Lab to all students in grades 1-5. The 2012 Science Fair will show more evidence of accurate and effective use of the scientific process, as a result of the extension of the Discovery Lab.			
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	1.1. Finding support staff and training faculty of new science core standards and the new integration of the AIMS resources with new common core standards	1.1. Provide faculty with AIMS resources and curriculum that will support science/math integration through hands-on activities. Implement Fairchild Challenge using the Outdoor Classroom. Continue with the implementation of the Mangrove Seedling Project in collaboration with the Miami Museum of Science.	. Principal, Assistant Principal	Using the FCIM, Administrators will monitor for evidence of the Scientific Process through the use of Exploration Journals in Grades 1-2 and Experimental Journals in Grades 3-5.	Formative: School developed rubrics; On-going assessments; and District Interim Assessments Summative: 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
AIMS Resources	1-5	Science Leader	Grades 1-5	November 12, 2012	Progress Monitoring of District Interim Assessments	Principal and Assistant Principal

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

AIMS Implementation	AIMS Materials/ Teacher Resources	PTA	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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						

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Goal #4	Supplemental Information Text and Reference and Research; Intervention/Enrichment Resources	EESAC	\$1,000.00
Mathematics	Common Core Math Grades 3-5	Common Core Workbooks	EESAC	\$500.00
Science	Science Goal 1.1	AIMS	EESAC	\$1,000.00
Writing	Strategy 1.1	Resources for Writing Club for Intermediate Students	EESAC	\$500.00
Attendance	Attendance Initiative	Student/Class Initiative	PTA	\$200.00
Suspension	#1.1	S.P.O.T. Success Certificates/Recognition	EESAC	\$100.00
Suspension	#1.1	Phoenix Award Certificate	PTA/Administration	\$75.00
Parent Involvement	Parental Involvement 1.1	Parents Incentive Program	PTA	\$200.00
				Subtotal: \$3,575.00
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
STEM	AIMS Implementation	AIMS Materials/ Teacher Resources	PTA	\$500.00
				Subtotal: \$500.00
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: \$4,075.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

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
Reading Goal 4	\$1,000.00
Writing Goal 1.1	\$500.00
Math Goal 2.1	\$500.00
Science Goal 1.1	\$850.00
Suspension Goal 1.1	\$100.00

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

The School Advisory Council will meet monthly (total of 8 meetings) to monitor and realign as needed, the School Improvement Plan through ongoing data analysis. They also respond to administrative and teacher proposals for funds for supplemental instructional resources. The Board makes recommendations and provides feedback on school initiatives that involve student achievement, facility needs, health and wellness, as well as faculty and staff requests. Finally, the council approves the plan for the distribution of the Florida School Recognition Award.

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 ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	97%	96%	94%	84%	371	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	74%	82%			156	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?	84% (YES)	87% (YES)			171	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					698	
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 ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	97%	95%	95%	86%	373	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	81%	66%			147	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?	85% (YES)	73% (YES)			158	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					678	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested