

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SUNSET PARK ELEMENTARY

District Name: Orange

Principal: Carol Russ

SAC Chair: Rakesh Singh/Doug Justice

Superintendent: Barbara M. Jenkins

Date of School Board Approval: January 29, 2013

Last Modified on: 1/25/2013

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
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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)
					2011-2012: School Grade A FCAT 2.0 High Standards in Reading 70%, Math 72%, Writing 86%, Science 62% Learning Gains in Reading 75%, Math 75% Lowest 25% Making Gains in Reading 77%, Math 67% Met 2012 AMO Target Math = Y ENGLISH LANGUAGE LEARNERS = Y STUDENTS WITH DISABILITIES = Y ECONOMICALLY DISADVANTAGED = Y AMERICAN INDIAN = NA ASIAN = Y BLACK/AFRICAN AMERICAN = N HISPANIC = Y WHITE = Y ENGLISH LANGUAGE LEARNERS = Y STUDENTS WITH DISABILITIES = Y ECONOMICALLY DISADVANTAGED = Y Met 2012 AMO Target Reading = N

Principal	Carol Russ	Masters Degree in Educational Leadership	6	18	<p>AMERICAN INDIAN = NA ASIAN = Y BLACK/AFRICAN AMERICAN = N HISPANIC = N WHITE = N ENGLISH LANGUAGE LEARNERS = N STUDENTS WITH DISABILITIES = N ECONOMICALLY DISADVANTAGED = N ENGLISH LANGUAGE LEARNERS = N STUDENTS WITH DISABILITIES = N ECONOMICALLY DISADVANTAGED = N</p> <p>2010-2011: School Grade A Didn't make AYP: ELL, F&R, Hispanic High Standards in Reading 88%, Math 86%, Writing 92%, Science 73% Learning Gains in Reading 76%, Math 56% Lowest 25% Making Gains in Reading 67%, Math 59%</p> <p>2009-2010: School Grade A Made AYP High Standards in Reading 90%, Math 84%, Writing 89%, Science 66% Learning Gains in Reading 76%, Math 73% Lowest 25% Making Gains in Reading 70%, Math 76%</p> <p>2008-2009: School Grade A Didn't make AYP: ELL, F&R, Hispanic High Standards in Reading 91%, Math 87%, Writing 92%, Science 64% Learning Gains in Reading 79%, Math 74% Lowest 25% Making Gains in Reading 77%, Math 75%</p>
Assis Principal	Scott Peters	Masters Degree in Educational Leadership	5	8	<p>2011-2012: School Grade A FCAT 2.0 High Standards in Reading 70%, Math 72%, Writing 86%, Science 62% Learning Gains in Reading 75%, Math 75% Lowest 25% Making Gains in Reading 77%, Math 67%</p> <p>Met 2012 AMO Target Math = Y ENGLISH LANGUAGE LEARNERS = Y STUDENTS WITH DISABILITIES = Y ECONOMICALLY DISADVANTAGED = Y AMERICAN INDIAN = NA ASIAN = Y BLACK/AFRICAN AMERICAN = N HISPANIC = Y WHITE = Y ENGLISH LANGUAGE LEARNERS = Y STUDENTS WITH DISABILITIES = Y ECONOMICALLY DISADVANTAGED = Y</p> <p>Met 2012 AMO Target Reading = N AMERICAN INDIAN = NA ASIAN = Y BLACK/AFRICAN AMERICAN = N HISPANIC = N WHITE = N ENGLISH LANGUAGE LEARNERS = N STUDENTS WITH DISABILITIES = N ECONOMICALLY DISADVANTAGED = N ENGLISH LANGUAGE LEARNERS = N STUDENTS WITH DISABILITIES = N ECONOMICALLY DISADVANTAGED = N</p> <p>2010-2011: School Grade A Didn't make AYP: ELL, F&R, Hispanic High Standards in Reading 88%, Math 86%, Writing 92%, Science 73% Learning Gains in Reading 76%, Math 56% Lowest 25% Making Gains in Reading 67%, Math 59%</p> <p>2009-2010: School Grade A Made AYP High Standards in Reading 90%, Math 84%, Writing 89%, Science 66% Learning Gains in Reading 76%, Math 73%</p>

Lowest 25% Making Gains in Reading 70%,
Math 76%

2008-2009:
School Grade A
Didn't make AYP: ELL, F&R, Hispanic
High Standards in Reading 91%, Math 87%,
Writing 92%, Science 64%
Learning Gains in Reading 79%, Math 74%
Lowest 25% Making Gains in Reading 77%,
Math 75%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading & Math	Felicia Smith	Specialist Degree in Educational Leadership, Masters Degree in Exceptional Student Education, Bachelors Degree in Marketing, ESOL Certified	6	8	<p>2011-2012: School Grade A FCAT 2.0 High Standards in Reading 70%, Math 72%, Writing 86%, Science 62% Learning Gains in Reading 75%, Math 75% Lowest 25% Making Gains in Reading 77%, Math 67%</p> <p>Met 2012 AMO Target Math = Y ENGLISH LANGUAGE LEARNERS = Y STUDENTS WITH DISABILITIES = Y ECONOMICALLY DISADVANTAGED = Y AMERICAN INDIAN = NA ASIAN = Y BLACK/AFRICAN AMERICAN = N HISPANIC = Y WHITE = Y ENGLISH LANGUAGE LEARNERS = Y STUDENTS WITH DISABILITIES = Y ECONOMICALLY DISADVANTAGED = Y</p> <p>Met 2012 AMO Target Reading = N AMERICAN INDIAN = NA ASIAN = Y BLACK/AFRICAN AMERICAN = N HISPANIC = N WHITE = N ENGLISH LANGUAGE LEARNERS = N STUDENTS WITH DISABILITIES = N ECONOMICALLY DISADVANTAGED = N ENGLISH LANGUAGE LEARNERS = N STUDENTS WITH DISABILITIES = N ECONOMICALLY DISADVANTAGED = N</p> <p>2010-2011: School Grade A Didn't make AYP: ELL, F&R, Hispanic High Standards in Reading 88%, Math 86%, Writing 92%, Science 73% Learning Gains in Reading 76%, Math 56% Lowest 25% Making Gains in Reading 67%, Math 59%</p> <p>2009-2010: School Grade A Made AYP High Standards in Reading 90%, Math 84%, Writing 89%, Science 66% Learning Gains in Reading 76%, Math 73% Lowest 25% Making Gains in Reading 70%, Math 76%</p> <p>2008-2009: School Grade A Didn't make AYP: ELL, F&R, Hispanic High Standards in Reading 91%, Math 87%, Writing 92%, Science 64%</p>

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	Partnering new teachers with veteran staff	Principal	On-going	
2	Regular meetings of new teachers with Principal	Principal	On-going	
3	Job Fairs and E-recruiting	District	On-going	
4	Soliciting referrals from current employees	Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
68	4.4%(3)	26.5%(18)	63.2%(43)	5.9%(4)	32.4%(22)	100.0%(68)	2.9%(2)	4.4%(3)	66.2%(45)

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
Wanda White	Latrice Smith	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Rachael LeVee	Rosemary Ford	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
			Weekly meetings with

Pam Bacon	Stephanie Gurley	Mentor is an experienced, high performing teacher	PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Donna Beery	Stephanie Krutzler	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Lirisa Duncan	Tamia Martinez	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Donna Beery	Sharon Michael	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Jacqueline Hool	Amy Cheesebrew	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Robin Recanati	Megan Mullaney	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Brian Gordon	Stephen Biernacki	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Samira Zaveri	Kathryn McParland	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Kristy Johnson	Heather Stiles	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Johanny Ramos	Rachel Frank	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Virginia Brown	Pavithra Surkanti	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Lirisa Duncan	Ramina Raiford	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Rita Grajales	Rita Vallebuona	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.

David Weisberg	Suzanne Willis	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.
Elisha Fuller	Denise Conklin	Mentor is an experienced, high performing teacher	Weekly meetings with PLC. Monthly meetings with Principal. Common planning time for optimal feedback, coaching, and planning.

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

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

Administrative Team: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

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

Curriculum Resource Teacher: Develops documents necessary to manage and display data; provides professional development to teachers and staff regarding data management and display. Facilitates all district and state assessments.

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

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 Administrative Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring 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 and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Essential Questions, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures with CIM;

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.

Tier I Core Program- 90 Minute Block

- Consists of academic and behavioral methodologies, supports are designed for all students.
- Differentiated small group instruction, on grade level material, (guided reading materials, skill or strategies on grade level.
- Students one year below, Targeted Reading or ELL Support Guide, Re-teach Guide
- Students above grade level receive "enrichment" during Tier I time.

Tier II Core Plus More- School Wide Reading Time (30 Minutes)

- Consists of supplemental instruction and intervention that are provided in addition to the effective core program, both academic instruction and behavioral supports
- Students' two years below, 4th & 5th use Triumphs, K-3rd Kaleidoscope.
- Consists of individualized, intensive academic instruction or behavioral supports provided in addition and aligned with the core program.
- The goal is to increase the rate of the student's progress.
- This may also mean using any of the above Tier II Interventions that data indicates may help the child.

Tier III – Individualized (10-15 Minutes)

- Consists of individualized, intensive academic instruction or behavioral supports provided in addition in addition and aligned with the core program.
- The goal is to increase the rate of the student's progress.
- This may also mean using any of the above Tier II Interventions that data indicates may help the child.

Baseline data: Progress Monitoring and Reporting Network (PRMN), FAIR, Edusoft, FCAT

Progress Monitoring: PMRN, Curriculum Based Measurement (CBM, FCAT simulation)

Midyear: Florida Assessments for Instruction in Reading (FAIR), Edusoft

End of Year: FAIR, FCAT, Edusoft Benchmark

Frequency of Data Days: monthly for data analysis

Describe the plan to train staff on MTSS.

Sunset Park Elementary began RtI in 2007. Some of the initial training materials included logistical, step-by-step information for teachers, as well as philosophical background information regarding interventions and monitoring student progress. During the 2012-2013 school year, Sunset Park Elementary will focus on providing students with quality Tier III interventions that are engaging, active and measurable. This includes our implementation of Kaleidoscope, Triumphs and also beginning a new implementation of a math intervention piece, First In Math. Subject area text book intervention.

RtI staff training will include the following information:

- * Review of the roles and expectations of each RtI team member
- * Training on Envision Math! (core math program) and its use for progress monitoring purposes
- * Training on Kaleidoscope, Triumphs, Targeted Reading & Math, First In Math (Tier II intervention programs) and their use for progress monitoring purposes

Describe the plan to support MTSS.

Professional development overview/review during preplanning by trained team members. Professional development will be provided during "Sunset Park University", grade level meetings and team meetings throughout the year.. Additionally, our district level RtI Coach works with the school's RtI team to determine the level of assistance needed throughout the school and assists based on school's academic and behavioral needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal & Assistant Principal: Provides a common vision for the use of data based decision making, ensures implementation of intervention support and documentation, assures adequate professional development to ensure literacy acquisition, and communicates with parents regarding literacy plans and activities.

General Education Teachers (Primary and Intermediate: Provide information about literacy instruction, participate in literacy data collection.

CRT: Develop, lead, implement and evaluate literacy content standards/ programs, identify and analyze existing literature on scientifically based literacy curriculum approaches. Updates Staff Development Calendar.

Principal & Assistant Principal: Provides guidance on K-5 literacy plan; facilitates and supports data collection activities, assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning.

Media Specialist: Facilitates and Supports Accelerated Reader Program; develops and maintains media collection; facilitates Book Fair; coordinates student and faculty use of media center. Provides teachers support for Language Arts and Reading Benchmarks.

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

The LLT will focus meetings around one question: How do we achieve AYP goals in the area of literacy?

The team will meet quarterly to engage in the following activities: Review the school-wide literacy plan, survey faculty to determine literacy needs, review universal data and link to instructional decisions. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The LLT will review the school-wide literacy plan, seeking staff input for changes to be made to increase student performance in reading.

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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 24% (93/396) of students achieved proficiency on the 2011-12 administration on the FCAT Reading Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In grades 3-5, 24% (93/396) of students achieved proficiency on the 2011-12 administration on the FCAT Reading Test.	In grades 3-5, 27% of the students will achieve proficiency in reading on the 2012-13 FCAT Reading Test.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Encourage parents to make sure children are in school each day. Provide informational resources to parents related to student achievement. Provide intervention strategies for students who are below grade level.	Attendance Clerk Classroom teachers	Attendance Clerk and teachers will monitor student attendance and flag students who are absent for 5 or more days. Parents will be notified of importance of student attendance and educational requirements.	FTE Reports FCAT District Edusoft Benchmark Assessments 1 and 2 FAIR Assessment
2	Children need additional support and assistance in reading	Individual tutoring, group tutoring and constant monitoring	Leadership Team Classroom Teachers	Administration and teachers will work together to identify students who need assistance through monitoring strategies	FCAT FAIR Edusoft Subject Area Assessments
3	Children need reinforcement in reading at school and home.	Use Accelerated Reader program to set reading goals. Provide recognition for students who reach their AR goal	Media Specialist Classroom teachers Leadership Team	Monitor the number of books read/points earned by students	Accelerated Reader Management Destiny
4	Ensuring that teachers are using the focus calendar with fidelity.	Develop an instructional focus calendar for Reading classes.	Principal, Assistant Principal, CRT	Administration will be area of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Edusoft mini-assessments and benchmark assessments.
5	Parents need education regarding strategies to help their children learn to read	Provide Family Curriculum Nights and Workshops	Principal, Assistant Principal, CRT	School Effectiveness Survey, Parent Sign In	School Effectiveness Survey, Parent Sign In
6	Children need additional support and assistance in reading	Individual tutoring, group tutoring and constant monitoring	Principal, Assistant Principal, CRT	Monitor student assessments	FCAT, Fair, Edusoft, Subject Area Assessments
7	Children need reinforcement in reading at school and home by using the Accelerated	Provide recognition for students reaching their Accelerated Reader goals each quarter	Principal, Assistant Principal, CRT, Media Specialist	Monitor the number of books read by students quarterly	Destiny, Accelerated Reader Management

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In grades 3-5, 0% (0/8)of students achieved s Level 4, 5 and/or 6 on the 2011-12 administration on the Floria Alternate Assessment Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 0% (0/8)of students achieved s Level 4, 5 and/or 6 on the 2011-12 administration on the Floria Alternate Assessment Reading Test.	In grades 3-5, 13% of the students will score at Levels 4, 5 and/or 6 on the 2012-13 administration of the Floria Alternate Assessment Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered some basic skills	Schedule time for daily intervention to provide small group instruction	Principal Assistant Principal Classroom Teachers	Monitor student performance on informal assessments	Informal and formal assessments
2	Students often struggle with understanding abstract concepts	Provide opportunities for students to work with manipulatives, technology, and/or models as well as real world examples as needed	Principal Assistant Principal Classroom Teachers	Monitor student performance on informal assessments; teacher observations	Information and formal student assessments; teacher observation data
3	Teachers may need additional support with fully understanding the access points	Provide access point training, and ensure that teachers are provided with relevant information available through the district to teachers	Principal Assistant Principal Staffing Specialist	Monitor student performance through information and formal classroom assessments	Class assessment data

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 47% (187/396) of students achieved levels 4 and 5 on the 2012-13 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 47% (187/396) of students achieved levels 4 and 5 on the 2012-13 administration of the FCAT Reading Test.	In grades 3-5, 50% of students will achieve level 4 and above on the 2012-13 administration of the FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiating instruction for above average students	Restructure enrichment/enrichment program to include daily instruction for students performing above grade level in a resource classroom	Enrichment Teacher Classroom Teachers Leadership Team	Monitor student assessments and progress	Pre and Post lesson/unit assessments FAIR Edusoft Benchmark Assessment and

					Mini Assessments Weekly Subject area assessments
2	Not providing enough challenging material to support students capable of scoring above proficiency on FCAT Reading.	Include higher order questions and brain research strategies in lesson plans (Webb's DOK & Bloom's Taxonomy)	Leadership Team Classroom Teachers	Lesson plans will be reviewed during classroom walkthroughs and submitted throughout the year to be reviewed by a member of the Leadership team	District Assessment Protocols to monitor the use of strategies.
3	Reinforcing reading at home and at school through the use of the Accelerated Reader Program	Provide recognition for students reaching their AR goals.	Media Specialist Classroom Teachers	Monitor the number of books read and points scored by students throughout the year.	Accelerated Reader Management
4	The Houghton Mifflin core reading program lacks intensity to support students capable of scoring above proficiency on FCAT Reading.	Include higher order questions and brain research strategies in lesson plans.	Principal, Asst Principals, CRT	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to administration and leadership team.	Classroom Walkthroughs to monitor the use of strategies.
5	Differentiating instruction for above average students	Provide program on campus for gifted and provide additional resources to challenge all students	Principal, Asst Principals, CRT, Teachers	Monitor student assessments	Subject Area Assessments, SuccessMaker, Edusoft, FAIR
6	Children need reinforcement in reading at school and home by using the Accelerated Reader Program	Provide recognition for students reaching their Accelerated Reader goals each quarter	Principal, Assistant Principal, CRT, Media Specialist	Monitor the number of books read by students quarterly	Destiny, Accelerated Reader Management

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:	In grades 3-5, 50% (4/8) of students achieved at or above Achievement Level 7 on the 2011-12 administration on the Florida Alternate Assessment Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 50% (4/8) of students achieved at or above Achievement Level 7 on the 2011-12 administration on the Florida Alternate Assessment Reading Test.	In grades 3-5, 53% of the students will score at or above Achievement Level 7 on the 2012-13 administration of the Florida Alternate Assessment Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered some basic skills	Schedule time for daily intervention to provide small group instruction	Principal Assistant Principal Classroom Teachers	Monitor student performance on informal assessments	Informal and formal assessments
2	Students often struggle with understanding abstract concepts	Provide opportunities for students to work with manipulatives, technology, and/or models as well as real world examples as needed.	Principal Assistant Principal Classroom Teachers	Monitor student performance on informal assessments; teacher observations	Information and formal student assessments; teacher observation data
3	Teachers may need additional support with fully understanding the access points	Provide access point training, and ensure that teachers are provided with relevant information available through the	Principal Assistant Principal Staffing Specialist	Monitor student performance through information and formal classroom assessments	Class assessment data

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, 75% (187/249) made learning gains on the 2011-12 administration of the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 75% (187/249) made learning gains on the 2011-12 administration of the FCAT Reading.	In grades 3-5, 78% of students will achieve learning gain on the 2012-13 administration of the FCAT reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students identified as ELL and ESE learners not scoring at 3 and above on FCAT reading.	<p>after school intensive reading tutoring.</p> <p>Additional Reading instruction is provided to improve and support student reading skills and strategies using RtI to identify deficiencies and prescribe intervention.</p> <p>Tutoring sessions are 2 days a week for 1 hour after school beginning in October.</p> <p>The importance of attending these sessions will be stressed to the parents as well as the students.</p>	<p>Leadership Team</p> <p>Tutors</p>	<p>Mini assessments in targeting the reading strategies.</p> <p>PLC group data meetings will be held to ensure the action plan is implemented and progress is being made.</p>	<p>Pre and Post lesson/unit assessments</p> <p>FAIR Edusoft Benchmark Assessment and Mini Assessments</p> <p>Weekly Core reading assessments.</p> <p>Easy CBM</p>
2	Scheduling students within these performance groups to Receive additional intervention and support with reading	A schedule will be developed which targets lower performing students. Students receive additional reading support by the reading resource team and leadership team members. Instruction will focus on specific learning standards, skills, and strategies to help the student improve reading skills.	Leadership Team	<p>Continuous monitoring and assessment.</p> <p>Review data to ensure progress is being made.</p> <p>Attendance will be monitored.</p>	<p>Pre and Post lesson/unit assessments</p> <p>FAIR Edusoft Benchmark Assessment and Mini Assessments</p> <p>Weekly Core reading assessments.</p> <p>Easy CBM</p>
3	Ensuring that teachers are using their classroom time effectively to incorporate student data chats	Data Chats will be conducted with all students following Edusoft benchmark assessments	Principal, Assistant Principal, CRT	Administrators will review achievement thermometers for Data Chats during walkthroughs	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful during Principal Chats. Review of class data matrix

					form
4	Parents need education regarding strategies to help their children learn to read	Provide Family Curriculum Night, grade level workshops and teacher websites	Principal, Assistant Principal, CRT, Teachers	School Effectiveness Survey, Parent Sign In	School Effectiveness Survey, Parent Sign In Sheets
5	Children need additional support and assistance in reading	Individual tutoring and group tutoring and classroom libraries	Principal, Assistant Principal, CRT, Teachers	Monitor student assessments	Subject Area Assessments, FCAT, Fair, Edusoft
6	Continue to prepare our students for high stakes assessments	Provide learning and experiences to fill achievement gaps using SuccessMaker, Thinking Maps, and Learning Centers, including teacher staff development	Principal, Assistant Principal, CRT, Teachers	Monitor student assessment and evaluate staff development	FCAT, FAIR, Edusoft, Staff Development Evaluations

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:	In grades 3-5, 50% (4/8) of students achieved learning gains on the 2011-12 administration of the Florida Alternate Assessment Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 50% (4/8) of students achieved learning gains on the 2011-12 administration of the Florida Alternate Assessment Reading Test.	In grades 3-5, 53% of the students will score learning gains on the 2012-13 administration of the Florida Alternate Assessment Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students have limited access to independent reading materials at home.	Provide free books from surplus supplies. Encourage library visits and book check outs.	Media Specialist Staffing Specialist	Library Logs	Accelerated Reader

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, 78% (50/64) of students in the Lowest 25% made learning gains on the 2010-11 administration of the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 78% (50/64) of students in the Lowest 25% made learning gains on the 2010-11 administration of the FCAT Reading.	In grades 3-5, 81% of students in the Lowest 25% will achieve learning gains on the 2012-13 administration of the FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students who are performing below grade level often require additional instructional	Before and after school intensive reading tutoring.	Leadership team Classroom Teachers	Analysis of student performance data.	Student performance data Edusoft

1	time in reading	Additional Reading instruction is provided to improve and support student reading skills and strategies using RtI to identify deficiencies and prescribe intervention. Tutoring sessions are 2 days a week for 1 hour after school beginning in October. The importance of attending these sessions will be stressed to the parents as well as the students.			FAIR FCAT Easy CBM
2	Parents need education regarding strategies to help their children learn to read	Provide Family Curriculum Night	Principal, Assistant Principal, CRT	School Effectiveness Survey, Parent Sign In	School Effectiveness Survey, Parent Sign In
3	Children are unprepared for high stakes assessment due to learning and experiential gaps	Provide learning and experiences to fill achievement gaps using Safari Montage, Thinking Maps, and Learning Centers, including teacher staff development	Principal, Assistant Principal, CRT, Classroom Teachers	Monitor student assessment and evaluate staff development	FCAT, FAIR, Edusoft, Staff Development Evaluations
4	Students need additional support and assistance in reading	Struggling students will participate in after school tutoring and selected pullouts	Principal, Assistant Principal, CRT, Classroom Teachers	Monitor student assessment	FCAT, Fair, Edusoft

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 # By June 30, 2016, we will decrease our Achievement Gap in Reading for Each Identified Subgroup by at least 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 3-5, 47% of the Black/ African American /57% of the Hispanic/82% of the White students didn't meet the 2012 Annual Measureable Objectives (AMOs) target on the 2012 administration on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 47% of the Black/ African American /57% of the Hispanic/82% of the White students didn't meet the 2012 Annual Measureable Objectives (AMOs) target on the 2012 administration on the FCAT Math Test.	In grades 3-5, 67% of the Black/ African American/66% of the Hispanic/87% of the White students will meet the 2013 Annual Measureable Objectives (AMOs) target on the 2013 administration on the FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In grades 3-5, 52% of the English Language Learner students didn't meet the 2012 Annual Measureable Objectives (AMOs) target on the 2012 administration on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 61% of the English Language Learner students will meet the 2013 Annual Measureable Objectives (AMOs) target on the 2013 administration on the FCAT Reading Test.	In grades 3-5, 61% of the English Language Learner students will meet the 2013 Annual Measureable Objectives (AMOs) target on the 2013 administration on the FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student learning deficiency based on language acquisition	Classroom teacher uses Houghton Mifflin ELL instructional strategies to support student learning. Staff development is provided to support teacher understanding and implementation of research-based instructional practices in the classroom.	Leadership Team Classroom Teacher	PLC group meetings focusing on the learning progress of ELL learners. Data chats with students to provide the opportunity to assess students through verbal interaction.	Weekly and mini assessments District Edusoft Benchmarks 1 and 2 FAIR Assessment Data Weekly data chats with students
2	Students who are working towards language acquisition often require additional instructional time in reading	After school intensive reading tutoring. Additional Reading instruction is provided to improve and support student reading skills and strategies using RtI to identify deficiencies and prescribe intervention. Tutoring sessions are 2 days a week for 1 hour after school before school beginning in October. The importance of attending these sessions will be stressed to the parents as well as the students.	Leadership team Reading Coach Classroom Teachers	Analysis of student performance data.	Student performance data Edusoft FAIR FCAT Easy CBM

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	
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satisfactory progress in reading. Reading Goal #5D:		In grades 3-5, 20% of the Students with Disabilities didn't meet the 2012 Annual Measureable Objectives (AMOs) target on the 2012 administration on the FCAT Reading Test.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
In grades 3-5, 20% of the Students with Disabilities didn't meet the 2012 Annual Measureable Objectives (AMOs) target on the 2012 administration on the FCAT Reading Test.		In grades 3-5, 43% of the Students with Disabilities will meet the 2013 Annual Measureable Objectives (AMOs) target on the 2013 administration on the FCAT Reading Test.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		In grades 3-5, 56% of the Economically Disadvantaged students didn't meet the 2012 Annual Measureable Objectives (AMOs) target on the 2012 administration on the FCAT Reading Test.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
In grades 3-5, 56% of the Economically Disadvantaged students didn't meet the 2012 Annual Measureable Objectives (AMOs) target on the 2012 administration on the FCAT Reading Test.		In grades 3-5, 68% of the Economically Disadvantaged will meet the 2013 Annual Measureable Objectives (AMOs) target on the 2013 administration on the FCAT Reading Test.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Ready Reading	Reading Supplement/ Workbooks	General	\$4,705.74
Tutoring	Reading Intervention	General	\$2,427.36
CARS and STARS	Reading Supplement Workbooks	General	\$4,292.33
McGraw Hill	Social Studies Core	General	\$22,802.00
Accelerated Reader	Reading Enrichment	Media	\$4,088.50
STAR Reading	Reading Assessment	Media	\$772.50
			Subtotal: \$39,088.43
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
I-Ready	Reading Intervention/Computer Software	General	\$6,109.00
			Subtotal: \$6,109.00
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
MYON Reader	Online Reading Enrichment	General	\$4,650.00
			Subtotal: \$4,650.00
			Grand Total: \$49,847.43

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:		54 of 112 ELL students scored in the proficient range in listening and speaking on CELLA during the 2011-2012 school year. ESOL best practices will be implemented to ensure student language acquisition throughout all school operations: academic instruction, extra-curricular activities, and educational field trips.			
2012 Current Percent of Students Proficient in listening/speaking:					
During the 2011-2012 school year, 63% (54 students) of identified ELL students (112 students) at Sunset Park Elementary, demonstrated proficiency and exited the ELL program. For the 2012-2013 school year, 66% will demonstrate proficiency on the CELLA and exit the ELL program.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are unable to effectively interact with all of the curriculum due	Have paraprofessional provide daily intervention services to	Principal, Assistant Principal, CRT,	On-going. This effort will be monitored via weekly grade level	Classroom observations, grade level

1	to language barriers	students	Classroom Teachers and CCT	planning meetings, the PLC process, student work and classroom observations	planning, PLC meetings, district benchmark assessments, formative and summative assessments, student work product and student performance demonstration
2	Teachers need additional guidance and instructional strategies to improve instruction with ELL students	Conduct PLCs with teachers to provide research-based instructional strategies	Principal, Assistant Principal, CRT, Classroom Teachers and CCT	Progress monitoring. On-going. This effort will be monitored via weekly grade level planning meetings, the PLC process, student work and classroom observations	Classroom observations, grade level planning, PLC meetings, district benchmark assessments, formative and summative assessments, student work product and student performance demonstration

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:

Twenty-Eight of 112 ELL students scored in the proficient range in Reading on CELLA during the 2011-2012 school year.

2012 Current Percent of Students Proficient in reading:

During the 2011-2012 school year, 71% (63 students) of identified ELL students (112 students) at Sunset Park Elementary, demonstrated proficiency and exited the ELL program. For the 2012-2013 school year, 74% will demonstrate proficiency on the CELLA and exit the ELL program

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack knowledge and expertise of instructional strategies to provide effective instruction for ELL students.	Implementation of professional development training with emphasis on targeted instructional strategies to support ELL students. Additional academic resources that teachers will utilize are: Successmaker	Principal, Assistant Principal, CRT, Classroom Teachers and CCT.	On-going. This effort will be monitored via weekly grade level planning meetings, the PLC process, student work and classroom observations.	Classroom observations, grade level planning, PLC meetings, district benchmark assessments, formative and summative assessments, student work product and student performance demonstration.
2	Language barrier (student)	ESOL Paraprofessional will provide language support to students.	Principal, Assistant Principal, CRT, Classroom Teachers and CCT.	Progress monitoring. On-going. This effort will be monitored via weekly grade level planning meetings, the PLC process, student work and classroom observations.	Classroom observations, grade level planning, PLC meetings, district benchmark assessments, formative and summative assessments,

				student work product and student performance demonstration.
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	57 of 112 ELL students scored in the proficient range in Writing on CELLA during the 2011-2012 school year.
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2012 Current Percent of Students Proficient in writing:

During the 2011-2012 school year, 64% (57 students) of identified ELL students (112 students) at Sunset Park Elementary demonstrated proficiency. For the 2012-2013 school year, 67% will demonstrate proficiency on the CELLA and exit the ELL program

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	ELL students have limited success writing in English	Teachers are incorporating writing centers in instructional blocks	Principal, Assistant Principal, CRT, Classroom Teachers and CCT	Lesson Plans Classroom Observations Data Meetings	School-wide Writing Prompts

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In grades 3-5, 29% (115/404) of students achieved proficiency on the 2011-12 administration on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 29% (115/404) of students achieved proficiency on the 2011-12 administration on the FCAT Math Test.	In grades 3-5, 32% of the students will achieve proficiency in reading on the 2012-13 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to learn and organize the new Envision math program	Provide training and resources for Envision	Principal, Assistant Principal, CRT	Monitor student assessment, Assess staff development, Monitor Destiny textbook data.	FCAT, Successmaker, Edusoft, Staff development assessment, Destiny
2	Parents lack strategies to provide children with real-world math experiences	Provide Family Curriculum Night, grade level workshops and teacher websites	Principal, Assistant Principal, CRT	Parent sign in sheets, School Effectiveness Survey data will be reviewed	Parent sign in sheets, School Effectiveness Survey
3	Students lack proficiency in math operations	Purchase First In Math computer program	Principal, Assistant Principal, CRT, Technology Coordinator	Continuously monitor student progress	FCAT, Successmaker, Edusoft, Envision Unit Tests

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:	In grades 3-5, 0% (0/8) of students achieved s Level 4, 5 and/or 6 on the 2011-12 administration on the Floria Alternate Assessment Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 0% (0/8) of students achieved s Level 4, 5 and/or 6 on the 2011-12 administration on the Floria Alternate Assessment Math Test.	In grades 3-5, 13% of the students will score at Levels 4, 5 and/or 6 on the 2012-13 administration of the Floria Alternate Assessment Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional training on approved Alternate Assess Curriculum	To provide intense instruction for students struggling in math	Principal, Assistant Principal, CRT, Staffing Specialist, and ESE Staff	Data Collection	Florida Alternate Assessment
2	Students have not mastered some basic skills	Schedule time for daily intervention to provide small group instruction	Principal, Assistant Principal, CRT, Staffing Specialist,	Monitor student performance on informal assessments	Informal and formal assessments

			and ESE Staff		
3	Students often struggle with understanding abstract concepts	Provide opportunities for students to work with manipulatives, technology, and/or models as well as real world examples as needed.	Principal, Assistant Principal, CRT, Staffing Specialist, and ESE Staff	Monitor student performance on informal assessments; teacher observations	Information and formal student assessments; teacher observation data
4	Teachers may need additional support with fully understanding the access points.	Provide access point training, and ensure that teachers are provided with relevant information available through the district to teachers.	Principal, Assistant Principal, CRT, Staffing Specialist, and ESE Staff	Monitor student performance through information and formal classroom assessments	Class assessment data

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 44% (177/404) of students achieved levels 4 and 5 on the 2011-12 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 44% (177/404) of students achieved levels 4 and 5 on the 2011-12 administration of the FCAT Math Test.	In grades 3-5, 47% of students will achieve level 4 and above on the 2012-13 administration of the FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need to learn and organize the new Envision Math program	Provide training and resources for Envision	Principal, Assistant Principal, CRT	Monitor student assessment, Assess staff development, Monitor Destiny textbook data.	FCAT, Successmaker, Edusoft, Staff development assessment, Destiny
2	Differentiating instruction for above average students is more difficult for teachers than differentiating for below average students	Provide cluster gifted classes for gifted students and top 10% of grade levels	Principal, Assistant Principal, CRT, Teachers of the cluster gifted classes	Monitor student assessments	Subject Area Assessments, FCAT, Successmaker, Edusoft
3	Differentiating instruction for above average students is more difficult for teachers than differentiating for below average students	Implement enrichment portion of Envision Math	Principal, Assistant Principal, CRT, Teachers of the cluster gifted classes	Monitor student assessment	FCAT, Successmaker, Edusoft, Envision Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In grades 3-5, 50% (4/8) of students achieved at or above Achievement Level 7 on the 2011-12 administration on the Florida Alternate Assessment Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 50% (4/8) of students achieved at or above Achievement Level 7 on the 2011-12 administration on the Florida Alternate Assessment Math Test.	In grades 3-5, 53% of the students will score at or above Achievement Level 7 on the 2012-13 administration of the Florida Alternate Assessment Math Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered some basic skills.	Schedule time for daily intervention to provide small group instruction .	Principal, Assistant Principal, CRT, Staffing Specialist, and ESE Staff	Monitor student performance on informal assessments	Informal and formal assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 3-5, 75% (186/248) made learning gains on the 2011-12 administration of the FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 75% (186/248) made learning gains on the 2011-12 administration of the FCAT Math.	In grades 3-5, 78% of students will achieve learning gain on the 2012-13 administration of the FCAT Math test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Coordinating the existing order of instruction with the new Envision Math series	Teacher inservice on the new Envision Math series.	Principal, Assistant Principal, CRT	Monitor Lesson Plans and Evaluate Staff Development	Lesson Plans on Progress Book, Staff Development Evaluation Form
2	Ongoing progress monitoring of individual students in new Envision Math series is an anticipated barrier.	PLC meetings will focus on progress monitoring of individual students in math.	Principal, Assistant Principal, CRT	Ongoing progress monitoring	Student profile form, RTI worksheet
3	Struggling students require extra support and assistance	Struggling students in all grades will participate in individual and group after school tutoring	Principal, Assistant Principal, CRT	Continuos monitoring of student progress	FCAT, Edusoft, Envision Assessments
4	Parents lack strategies to provide children with real-world math experiences	Provide Family Curriculum Night, grade level workshops and teacher websites	Principal, Assistant Principal, CRT	Parent sign in sheets, School Effectiveness Survey data will be reviewed	Parent sign in sheets, School Effectiveness Survey

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:	In grades 3-5, 13% (1/8) of students achieved learning gains on the 2011-12 administration of the Floria Alternate Assessment Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 13% (1/8) of students achieved learning gains on the 2011-12 administration of the Floria Alternate Assessment Math Test.	In grades 3-5, 26% of the students will score learning gains on the 2012-13 administration of the Floria Alternate Assessment Math Test.

Problem-Solving Process to Increase Student Achievement					
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students often struggle with understanding abstract concepts	Provide opportunities for students to work with manipulatives, technology, and/or models as well as real world examples as needed	Principal, Assistant Principal, CRT, Staffing Specialist, and ESE Staff	Monitor student performance on informal assessments; teacher observations	Information and formal student assessments; teacher observation data

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2011-12 67% (43/64) of students taking the FCAT math test in the lowest 25% made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12 67% (43/64) of students taking the FCAT math test in the lowest 25% made learning gains.	In 2012-13 70% of students in the lowest 25% will achieve learning gains on the administration of FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Coordinating the existing order of instruction with the new Envision Math series	Teacher inservice on the new Envision Math series.	Principal, Assistant Principal, CRT	Monitor Lesson Plans and Evaluate Staff Development	Lesson Plans on Progress Book, Staff Development Evaluation Form
2	Ongoing progress monitoring of individual students in new Envision Math series	PLC meetings will focus on progress monitoring of individual students in math.	Principal, Assistant Principal, CRT	Ongoing progress monitoring	Student profile form, RTI worksheet
3	Students have difficulty understanding abstract mathematical concepts	Students will use manipulatives and other concrete objects to help them understand abstract mathematical concepts.	Principal, Assistant Principal, CRT	Classroom Walkthrough and FPMS Observations, Lesson Plan monitoring	Classroom Walkthroughs, FPMS, Lesson Plans on Progress Book.
4	Struggling students require extra support and assistance.	Struggling students will participate in after school tutoring	Principal, Assistant Principal, CRT, Classroom Teachers	Continuos monitoring of student progress	FCAT, Edusoft, Envision Assessments
5	Parents lack strategies to provide children with real-world math experiences	Provide Family Curriculum Night, grade level workshops and teacher websites	Principal, Assistant Principal, CRT	Parent sign in sheets, School Effectiveness Survey data will be reviewed	Parent sign in sheets, School Effectiveness Survey

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 #					
	By June 30, 2016, we will decrease our Achievement Gap in Math for Each Identified Subgroup by at least 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.
Mathematics Goal #5B:

In grades 3-5, 50% of the Black/ African American students didn't meet the 2012 Annual Measureable Objectives (AMOs) target on the 2012 administration on the FCAT Math Test.

2012 Current Level of Performance:

2013 Expected Level of Performance:

In grades 3-5, 50% of the Black/ African American students didn't meet the 2012 Annual Measureable Objectives (AMOs) target on the 2012 administration on the FCAT Math Test.

In grades 3-5, 58% of the Black/ African American students will meet the 2013 Annual Measureable Objectives (AMOs) target on the 2013 administration on the FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.
Mathematics Goal #5C:

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2012 Current Level of Performance:

2013 Expected Level of Performance:

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Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.
Mathematics Goal #5D:

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2012 Current Level of Performance:

2013 Expected Level of Performance:

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Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Ready Math	Math Supplement/ Workbooks	General	\$4,705.74
Star Math	Math Assessment	General	\$952.75
			Subtotal: \$5,658.49
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: \$5,658.49

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:			In 5th Grade, 24% (32/134) of students achieved proficiency on the 2011-12 administration of the FCAT Science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 5th Grade, 24% (32/134) of students achieved proficiency on the 2011-12 administration of the FCAT Science.			On the 2011-12 FCAT Science administration, it is expected that 27% of students will achieve proficiency.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack real-world experiences to help them understand scientific concepts	Provide a science lab on the special area rotation with integrated science content	Principal, Assistant Principal, CRT, Science Teacher	Continuously monitor student progress	FCAT, Edusoft
2	Core science program in all grades needs enhancement	Weekly hands-on science experiments	Principal, Assistant Principal, CRT, Science Teacher	Classroom Observations, Lesson Plan monitoring	FCAT, Edusoft
3	Increased higher order thinking needed in science curriculum	Science word walls in all grades and Science Club	Principal, Assistant Principal, CRT	Classroom Observations, Lesson Plan monitoring	FCAT, Edusoft
4	Parents need strategies to help students understand science better	Provide Family Curriculum Night, grade level workshops and teacher websites	Principal, Assistant Principal, CRT	School Effectiveness Survey, Parent Sign In Sheets	School Effectiveness Survey, Parent Sign In Sheets

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:	In grades 3-5, 100% (1/1) of students achieved s Level 4, 5 and/or 6 on the 2011-12 administration on the Floria Alternate Assessment Science Test.

2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grades 3-5, 100% (1/1) of students achieved s Level 4, 5 and/or 6 on the 2011-12 administration on the Floria Alternate Assessment Science Test.		In grades 3-5, 100% of the students will score at Levels 4, 5 and/or 6 on the 2012-13 administration of the Floria Alternate Assessment Science Test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered some basic skills	Schedule time for daily intervention to provide small group instruction	Principal, Assistant Principal, CRT, ESE Staff and Science Teacher	Monitor student performance on informal assessments	Informal and formal assessments
2	Students often struggle with understanding abstract concepts	Provide opportunities for students to work with manipulatives, technology, and/or models as well as real world examples as needed.	Principal, Assistant Principal, CRT, ESE Staff and Science Teacher	Monitor student performance on informal assessments; teacher observations	Information and formal student assessments; teacher observation data
3	Teachers may need additional support with fully understanding the access points.	Provide access point training, and ensure that teachers are provided with relevant information available through the district to teachers.	Principal, Assistant Principal, CRT, ESE Staff and Science Teacher	Monitor student performance through information and formal classroom assessments	Class assessment data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.		In 5th Grade, 49% (66/134) of students achieved levels 4 and above on the 2011-12 administration of the FCAT Science Test.			
Science Goal #2a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 5th Grade, 49% (66/134) of students achieved levels 4 and above on the 2011-12 administration of the FCAT Science Test.		On the 2011-12 FCAT Science administration, it is expected that 52% of students in 5th Grade will achieve level 4 and above.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack real-world experiences to help them understand scientific concepts	Provide a science lab on the special area rotation with integrated science content	Principal, Assistant Principal, CRT, Science Teacher	Continuously monitor student progress	FCAT, Edusoft
2	Core science program in all grades needs enhancement	Weekly hands-on science experiments	Principal, Assistant Principal, CRT, Science Teacher	Classroom Observations, Lesson Plan	FCAT, Edusoft
3	Increased higher order thinking needed in science curriculum	Science word walls in all grades and Science Club	Principal, Assistant Principal, CRT	Classroom Observations, Lesson Plan monitoring	FCAT, Edusoft
4	Parents need strategies to help students understand science better	Family Curriculum Night	Principal, Assistant Principal, CRT	School Effectiveness Survey, Parent Sign In Sheets	School Effectiveness Survey, Parent Sign In Sheets

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:	In grades 3-5, 0% (0/0) of students achieved at or above Achievement Level 7 on the 2011-12 administration on the Florida Alternate Assessment Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 0% (0/0) of students achieved at or above Achievement Level 7 on the 2011-12 administration on the Florida Alternate Assessment Science Test.	In grades 3-5, 13% of the students will score at or above Achievement Level 7 on the 2012-13 administration of the Florida Alternate Assessment Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered some basic skills	Schedule time for daily intervention to provide small group instruction	Principal, Assistant Principal, CRT, ESE Staff and Science Teacher	Monitor student performance on informal assessments	Informal and formal assessments
2	Students often struggle with understanding abstract concepts	Provide opportunities for students to work with manipulatives, technology, and/or models as well as real world examples as needed	Principal, Assistant Principal, CRT, ESE Staff and Science Teacher	Monitor student performance on informal assessments; teacher observations	Information and formal student assessments; teacher observation data
3	Teachers may need additional support with fully understanding the access points	Provide access point training, and ensure that teachers are provided with relevant information available through the district to teachers	Principal, Assistant Principal, CRT, ESE Staff and Science Teacher	performance through information and formal classroom assessments	Class assessment data

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

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

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

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		In 4th Grade, 86% (125/146) of students achieved AYP on the 2010-11 administration of the FCAT Writing.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 4th Grade, 86% (125/146) of students achieved AYP on the 2010-11 administration of the FCAT Writing.		On the 2012-13 FCAT Writing administration, 89% of students in 4th Grade will achieve a 3.0 or higher.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to experience writing in testing situations with relevant topics	Conduct practice writing assessments	Principal, Assistant Principal, CRT, Classroom Teachers	Student Performance Data	Writing progress monitoring data
2	Parents lack strategies to help their children become better writers	Provide Family Curriculum Night, grade level workshops and teacher websites	Principal, Assistant Principal, CRT, 4th Grade PLC	School Effectiveness Survey, Parent Sign In Sheets	School Effectiveness Survey, Parent Sign In Sheets
3	Teachers need to understand the expectations of student writing based on the scoring method and the rubric used to assess writing.	Teachers will develop their understanding of the rubric requirements and have multiple opportunities to assess student writing through a writing PLC emphasis with 4th grade teachers.	Principal, Assistant Principal, CRT, Classroom Teachers	Monitor PLC sessions and teacher opportunities to practice scoring student writing samples	Scored student writing samples

4	Students need to understand expectations of writing based on the rubric used to assess student writing.	Provide interactive lessons with students so that they have opportunities to establish writing goals and score samples.	Principal, Assistant Principal, CRT, Classroom Teachers	Student assessment of writing	Student and teacher assessment of writing
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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:	In 4th Grade, 33% (1/3) of students achieved a Level 4 or higher on the 2011-12 administration on the Florida Alternate Assessment Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 4th Grade, 33% (1/3) of students achieved a Level 4 or higher on the 2011-12 administration on the Florida Alternate Assessment Writing Test.	In 4th Grade, 36% of the students will score a Level 4 or higher on the 2012-13 administration of the Florida Alternate Assessment Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students have limited vocabulary skills	Expose students to vocabulary in a meaningful way through interactive word walls and day-to-day language use.	Principal, Assistant Principal, CRT and Classroom Teachers	Classroom Observations	Observation Data Class Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Developing Common Assessments	K-5/Writing	Principal, Assistant Principal, CRT and Classroom Teachers	K-5 Instructional Staff	Several sessions to be conducted via early release Wednesdays	Teachers track student data which is discussed during collaborative data and progress monitoring sessions	Principal Assistant Principal
Writing	4 Grade Writing	Principal, Assistant Principal, CRT and Classroom Teachers	4th Grade Team	Monthly on early release Wednesdays from September through February	Teachers will have opportunities for developing instructional focus items, co-teach, assess work samples, and analyze data for instructional implications	Principal, Assistant Principal, CRT and Classroom Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Sunset Park attained a 96% attendance rate in 2012 as indicated on district reports.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Sunset Park attained a 96% attendance rate in 2012 as indicated on district reports.		Sunset Park will attain a 97% attendance rate in 2013 as indicated on district reports.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
In 2012 Sunset Park had 304/944 students who were absent 10 or more days.		In 2013 Sunset Park will reduce the percentage of students absent 10 or more days by 3% (301/1030).			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
In 2012 Sunset Park had 87/944 students who were tardy 10 or more days.		In 2013 Sunset Park will reduce the percentage of students absent 10 or more days by 3%(84/1030).			
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	Morning traffic pattern during drop off created an environment where excessive traffic backed up in the morning during arrival, causing students to	Move the drop off point to the far end of the school to allow for more cars to unload at one time.	Leadership Team	Needs Assessment Survey	Needs Assessment Survey District Tardy Data (EDW)

arrive to class late.				
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	In the 2011-2012 school year, Sunset Park Elementary had 1 in-school suspension.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

In the 2011-2012 school year, Sunset Park Elementary had 1 in-school suspension.	For the 2012-2013 school year, we expect there to be 0 in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In the 2011-2012 school year, Sunset Park Elementary had 1 student suspended in-school.	For the 2012-2013 school year, we expect there to be 0 in-students suspended in school.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In the 2010-2011 school year, Sunset Park Elementary had 1 out-of school suspensions.	For the 2012-2013 school year, we expect there to be less than 0 out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In the 2011-2012 school year, Sunset Park Elementary had 1 students suspended out-of school.	For the 2012-2013 school year, we expect there to be 0 students suspended out-of-school.

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	Maintaining working contact numbers for our students.	School will cross reference numbers given to teachers and the office staff. Classroom teacher will have emergency information cards completed by parents with current contact information.	Registrar Front Office Clerk.	We will track the number of students that do not have working numbers. We will send letters home in student planners to try and obtain working numbers when none are found.	SMS Emergency Information Cards

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In order to be the top producer of successful students in the nation, Sunset Park Elementary School's goal is to have 90% of parents to be involved with their children's education.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Documentation available in the Five Star School Portfolio establishes a minimum parental involvement percentage in the 2011-12 school year of 63%.	It is expected that the parental involvement for the 2012-13 school year will be at least 66%.

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	Inability to communicate with families	Daily planners, monthly newsletters, maintenance of the school website, teacher websites, and monthly updates will all facilitate parent involvement	Principal, Assistant Principal, Teachers, Media Specialist	Documentation of parent contact attempts will be maintained. The quality of parent interactions will be assessed.	School Effectiveness Survey
2	Teacher awareness of cultural and economic diversity	Lesson Studies	Principal, Assistant Principal	Teachers will sign in and evaluate staff development	Staff Development Evaluation

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		To increase student participation in STEM lessons and activities			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need more exposure to STEM methods and instructional practices	Use STEM activities through OCPS	Principal Assistant Principal CRT Science Lab Teacher	<ul style="list-style-type: none"> Classroom visits I-Observation Weekly assessments Data Meetings Instructional meeting with coaches 	<ul style="list-style-type: none"> Formative Assessments FCIM Scales/Rubrics Student Engagement
	Students need more exposure to STEM	Students will participate the OCPS	Principal Assistant Principal	<ul style="list-style-type: none"> Classroom visits I-Observation 	<ul style="list-style-type: none"> Formative Assessments

2	activities and content	Units STEM activities	CRT Science Lab Teacher	<ul style="list-style-type: none"> •Weekly assessments •Data Meetings •Instructional meeting with coaches 	<ul style="list-style-type: none"> •FCIM •Scales/Rubrics •Student Engagement
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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
Professional Dev.	K-5	Science Coaches	K-5 Teachers	Quarterly	<ul style="list-style-type: none"> •Classroom visits •1-Observation •Weekly assessments •Data Meetings 	Principal, Assistant Principal, CRT Primary and Intermediate Science Coaches

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

OCPS Essential Outcome #8

Goal:

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:					
1. OCPS Essential Outcome #8 Goal OCPS Essential Outcome #8 Goal #1:		Sunset Park Elementary will continue to implement "Destination College" to increase College and Career Awareness. Sunset Park will Implement "Destination College" Program 100% (24) of the intermediate classrooms with fidelity.			
2012 Current level:		2013 Expected level:			
Sunset Park Elementary will continue to implement "Destination College" to increase College and Career Awareness. Sunset Park will Implement "Destination College" Program 100% (24) of the intermediate classrooms with fidelity.		By June 2013, 100% (24) of the intermediate classrooms will have implemented the "Destination College" program and philosophy to support academic rigor and promote college readiness. College" program into the curriculum.			
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	Available training and support levels necessary to meet teacher/student needs	Classroom Discussions Implementing Cornell Notes in Fifth Grade Webex Training for Destination College Celebrate National College Colors Day College Themed Classroom Decorations	Principal Assistant Principal CRT Classroom Teachers	Classroom observations	Teacher surveys

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:

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 OCPS Essential Outcome #8

Goal(s)

OCPS Essential Outcome #1 Goal:

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:

1. OCPS Essential Outcome #1 Goal OCPS Essential Outcome #1 Goal #1:	The 2012 FCAT results showed that 70% (85/121) of all third graders taking the FCAT Reading test scored at Level 3 or higher.
2012 Current level:	2013 Expected level:
The 2012 FCAT results showed that 70% (85/121) of all third graders taking the FCAT Reading test scored at Level 3 or higher.	By June 2013, 73% of all third grader students will score at a Level 3 or above on the 2013 FCAT Reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Third grade students with a retention based on 2011 FCAT Reading results..	Provide an additional hour of intensive instruction outside of the 90 minute reading block. Student will work (3 to 5 times per week) with trained paraprofessionals using instructional strategies based on student data while focusing on the learning needs of the student.	Principal, Assistant Principal, CRT, Classroom Teachers and Media Specialist	STAR Reading Assessment Subject Pre, Mid & Post Tests Subject Area Assessments Easy CBM	Edusoft Reading Mini Assessments Edusoft Reading Benchmark Assessments FAIR STAR Reading Assessment FCAT Reading
2	There is a need for Tier 2 and Tier 3 Instruction	Teachers will actively implement differentiated instruction through small group and learning centers to address specific needs.	Principal, Assistant Principal, CRT, Classroom Teachers and Media Specialist	Progress monitoring of student fluency, accuracy and comprehension	FAIR, Benchmark Assessments, STAR, fluency checks, mini-assessments, A/R
	Students need to read	Encourage student love	Principal,	Book Checkout	District and grade

3	often at an early age.	of reading at an early age by implementing an incentive reading program similar to the 3rd-5th grade A/R program and activities	Assistant Principal, CRT, Classroom Teachers and Media Specialist	Progress with incentive program	level assessments in reading
4	K-3 teachers are becoming more familiar with the change of instructional focus as Kindergarten & 1st Grade are implementing Common Core Standards fully this school year while 2nd Grade will be teaching a blend of Next Generation Sunshine State and Common Core Standards.	Provide teams with professional development in the standards	Principal, Assistant Principal, CRT, Classroom Teachers and Media Specialist	Lesson Plans Teacher Observations	District and grade level assessments in reading

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
Implementing Common Core Standards in Grades K-2	K-2 Reading	Principal, Assistant Principal, CRT, Classrooms Teachers	Grades K-2	Daily	Common Core Lesson Plans; PLC Session Interaction & Feedback	Principal, Assistant Principal, CRT, Classrooms Teachers

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

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Ready Reading	Reading Supplement/ Workbooks	General	\$4,705.74
Reading	Tutoring	Reading Intervention	General	\$2,427.36
Reading	CARS and STARS	Reading Supplement Workbooks	General	\$4,292.33
Reading	McGraw Hill	Social Studies Core	General	\$22,802.00
Reading	Accelerated Reader	Reading Enrichment	Media	\$4,088.50
Reading	STAR Reading	Reading Assessment	Media	\$772.50
Mathematics	Florida Ready Math	Math Supplement/ Workbooks	General	\$4,705.74
Mathematics	Star Math	Math Assessment	General	\$952.75
				Subtotal: \$44,746.92
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	I-Ready	Reading Intervention/Computer Software	General	\$6,109.00
				Subtotal: \$6,109.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	MYON Reader	Online Reading Enrichment	General	\$4,650.00
				Subtotal: \$4,650.00
				Grand Total: \$55,505.92

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

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

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

Orange School District SUNSET PARK ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	86%	92%	73%	339	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	56%			132	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	67% (YES)	59% (YES)			126	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					597	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District SUNSET PARK ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	84%	89%	66%	329	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	73%			149	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	76% (YES)			146	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					624	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested