

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SUNSET LAKES ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Linda McDaniel

SAC Chair: Kyna Duarte

Superintendent: James F. Notter

Date of School Board Approval:

Last Modified on: 09-18-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

VISION and MISSION STATEMENTS

Vision – All students at Sunset Lakes Elementary will be proficient at locating, organizing, interpreting, synthesizing and evaluating information using a variety of sources, as they become self-directed, analytical thinkers who are capable of setting goals and monitoring their progress.

Mission – The mission for 2009-2010 is to apply higher order thinking skills across the curriculum.

? Math: Big Idea 7: Data Analysis

? Science: The Practice of Science

A. Scientific inquiry is a multifaceted activity: The processes of science includes the formulation of scientifically investigatable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B. The processes of science frequently do not correspond to the traditional portrayal of "The Scientific Method."

C. Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D. Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

? Reading: Standard 2: Research Process – The student uses a systematic process for the collection, processing, and presentation of information.

? The student selects and uses a variety of appropriate reference materials, including multiple presentations of information such as maps, charts, and photos, to gather information for research projects (Includes LA.A.2.2.5). Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.)

Content Focus:

- Data Analysis
- Reference and Research
- Scientific Thinking

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Opened August, 2002. The student population has been fairly stable at approximately 1,000. Student achievement has always remained high. Sunset Lakes has maintained an "A" rating since its inception.

Unique School Strengths for Next Year

Sunset Lakes Fourth Grade students scored significantly in all areas of FCAT, including 99% of students scoring 3.5 or above on Florida Writes.

Unique School Weaknesses for Next Year

Sunset Lakes Fifth Grade students have not performed consistently on the Science portion of FCAT.

Student Demographics

Current demographics include 50.2% Hispanic, 22% White, 17.4% Black, 6.94% Asian, 3.18% Multi-Racial, 9.25% ESOL and 15.8% Free/Reduced Lunch Participation.

Student Attendance Rates

94.2%

Student Mobility

17.0%

Student Suspension Rates

0.10%

Student Retention Rates

Class Size

16.38 (PK-3) & 20.69 (4-5)

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Barnes & Noble, Chilis, City of Miramar, Cold Stones Creamery, Karate America, Kustin Wellness Center, Memorial Healthcare System, New Life Lutheran Church, Papa John's Pizza, Publix Super Markets, Inc., Sunshine Childcare

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Linda McDaniel	Doctorate – Educational Leadership Masters - Educational Leadership Bachelors – Elementary Education ESOL Endorsement	8	23	School Grade A – 100% AYP past 6 years
Assis Principal	Teresa Lipkins	Masters – Elementary Education & Educational Leadership Florida School Principal Certification Bachelors – Elementary Education Associates – Elementary Education ESOL Category 4	8	11	School Grade A – 100% AYP past 6 years

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current	# of Years as a Coach	Prior Performance Record *
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			School		
Reading	Gail Neal	Masters – Reading Bachelors – Elementary Education Gifted & ESOL Endorsement	8	8	School Grade A – 100% AYP past 6 years

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. New Teacher Committee	Assistant Principal	On-going	
2. 2-Day Orientation to school procedures and processes	Assistant Principal	August 17 & 18	
3. Mentoring	Assistant Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

Staff Demographics

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 Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
54	0	52	46	2	15	100	4	4	76

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Grade Chairpersons	Grade Level Instructors	Knowledge of specs & grade appropriate curriculum	Sharing of Best Practices through push-in model
Gail Neal – Reading Coach	Instructors not contributing to learning gains	Modeling ability and curriculum expertise	Modeling & Monitoring
Hope Leonard	Instructors new to Sunset Lakes Elementary (Regina Veedell)	Contact person to make acclimation process quicker & easier	Orientation, Hands-on orientation to electronic resources

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

\$942 – used to provide students computer CAI instruction

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal, Assistant Principal, ESE Specialist, Reading Coach, Guidance Counselor, One representative for each grade level, School Psychologist and School Social Worker

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RTI Leadership Team will meet with instructional staff members to analyze each of their students' data. They will make recommendations and support the teacher to promote the maximum academic potential for all students.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RTI Leadership Team will recommend and support instructional staff members with research based interventions/programs.

RtI Implementation

Describe the data management system used to summarize tiered data.

Teachers will assess, develop, and maintain student data through School/District based programs (Above the Clouds, Virtual Counselor, etc.)

Describe the plan to train staff on RtI.

Initial training will be conducted during preplanning with supplemental updates as new information is received from the District.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

As reflected by the School Accountability Report, 3rd Grade students decreased from 90% to 86% in the number of students scoring at Level 3 and above in Reading and decreased from 95% to 91% in the number of students scoring at Level 3 and above in Math. This indicates a 4% decrease in 3rd Grade Reading and Math. 4th Grade students increased from 90% to 93% in the number of students scoring at Level 3 and above in Reading and increased from 93% to 96% of students scoring Level 3 and above in Math. This represents a 3% increase in 4th Grade Reading and Math. 4th Grade students increased from 98% to 99% of students scoring Level 3.5 and above in Writing. This represents a 1% increase in Writing. 5th Grade students decreased from 85% to 83% in the number of students scoring at Level 3 and above in Reading and decreased from 85% to 78% in the number of students scoring at Level 3 and above in Math. This represents a 2% decrease in Reading and a 7% decrease in Math. 5th Grade students decreased from 74% to 70% in the number of students scoring at Level 3 and above in Science. This represents a 4% decrease in Science.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Using the Professional Learning Community Model (PLC), grade level groups will analyze the data and adjust the focus calendars to meet student needs. The PLC will meet regularly and continually review data and adjust instruction. In January, they will put a "Crunch Time Plan" into effect.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading – Main Idea, Reference and Research; Math – Measurement & Data Analysis; Science – Scientific Thinking

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Conducting quarterly data chats to monitor student progress and respond to individual needs. The data chats are conducted by the RTI Team, and individual teachers.

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

N/A

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

N/A

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Professional Learning Communities (PLC) will be developed for each SIP objective to review data, analyze the new standards, compare them with the old, and align all with the instructional focus calendars. The outcomes will be shared school-wide to effect curriculum modifications.

How are instructional focus lessons developed and delivered?

Grade levels share common planning time and support/mentor new members to the team.

How will instructional focus lessons be revised and monitored?

The shared PLC outcomes and Grade level discussions during planning will provide appropriate opportunity to design necessary modifications. Classroom Walkthroughs will be conducted by the SLT to monitor delivery.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Broward Achievement Test (BAT), Mini-Benchmarks, SuccessMaker, STAR Reading and Math, and Teacher made assessments

How are assessments used to identify students reaching mastery and those not reaching mastery?

Continuous analysis by classroom teacher, combined with interpretation by RTI Team at quarterly data chats

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The ongoing assessment and maintenance drives the focus calendars. Modification and/or enhancements are incorporated into the calendar based on the performance of the students.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will gather and review student data as part of their grade level PLC. Individual teachers will meet with the RTI Team to monitor progress and design interventions and/or modifications for individual students on an "as needed" basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team are active members of the RTI Team and Curriculum Assessment Team (CAT). They will facilitate the PLC's, together with support and mentoring of groups and/or individuals as needed.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

State adopted materials are used in all areas. Students K-5 are placed in reading groups (no more than 6 students) based on their SAT/FCAT scores or placement assessment. 5th Grade is departmentalized with homogeneous groups. 4th & 5th Grade has incorporated an additional 30-minutes for reading instruction during the 2nd & 3rd quarters through Specials classes being placed on a wheel format. Intensive instruction is implemented through a pull-out model wherein the Specials teachers provide tutoring as needed. RTI will design and monitor individual interventions as provided for through the RTI process. After school tutoring will be provided for our lowest 25%. Supplemental instructions will be conducted through activities such as SuccessMaker, FCAT Explorer, periodicals, and various interactive websites.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Students will be scheduled 15 minutes during the reading block for SuccessMaker and FCAT Explorer will be implemented for students in 4th & 5th Grades. Periodicals (Buckle Down, Time for Kids, Weekly Reader, Science Study Weekly) are provided to enhance and supplement reading. Intensive instructions will be based on the individual needs of the students.

How does the school identify staff's professional development needs to improve their instructional strategies?

The Professional Development Committee reviews the disaggregated BAT and FCAT results, and together with an annual survey of the faculty to identify appropriate professional development target areas. Then PLC's and specific workshops are prepared and facilitated to accommodate those identified professional development needs.

Which students will be targeted for supplemental and intensive instruction/interventions?

Our lowest 25% will participate in supplemental support and be targeted for intensive instruction/interventions.

How will the effectiveness of the interventions be measured throughout the year?

Student performance data will be gathered and analyzed by the RTI Team and SLT on an ongoing basis.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Instruction will be presented at the student's instructional level. Students above level will continue to move forward through above level materials and enrichment materials. Rigorous instruction and high expectations will be an integral part of the program for all students. Students will also be encouraged to participate in Reading Across Broward and Reading Counts Programs. Enrichment websites and resources for enrichment will be available on teachers' websites.

Describe how students are identified for enrichment strategies.

All students are encouraged to participate in enrichment activities. Above Level students will be identified through their SAT/FCAT scores, Mini Benchmarks, or placement assessments.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Organized by Grade Levels Addressing Reading, Math, Science, and Writing	Grade Chairpersons	Monthly	Aug. 17 - Mar. 26	Research FCAT specs (old & New), focus calendars and analyze student data, monitor and adjust instruction as needed (Reading, Math, Science, and Writing). Science - integrating Scientific Thinking throughout core subject areas & developing a seamless Hands-On Science Curriculum K-5

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Local preschoolers tour our school during May/June prior to Kindergarten round-up. Our in-house Pre-K parents are invited to an End-of-Year orientation on transition to Kindergarten.

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All Level 1 & 2 students (percent of total tested)		We will reduce the number of Level 1 & 2 students by 10%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Analyze data specifically content clusters and historical individual student data.	T. Lipkins, Assistant Principal	On-going collection and monitoring of student data	Benchmark Assessment Tests, Mini-Benchmarks
2	Prescribe curriculum / instruction strategies accordingly	G. Neal, Reading Specialist	On-going collection and monitoring of student data	DAR, Quarterly STAR, Oral Fluency
3	Implement Great Leaps, STAR Reading, ALL, Wilson, FCAT Explorer, and double-dose pullout to support reading	Ms. G. Neal, School Based Problem Solving Team	On-going collection and monitoring of student data	DAR, Quarterly STAR, Oral Fluency
4	4. Provide students additional time through class scheduled media and open checkout sessions to increase the circulation of books for pleasure reading 5. 4th & 5th Grade classes will be on a wheel allowing additional 30-minutes reading instructional time	L. McDaniel, Principal	On-going collection and monitoring of checkout records	Benchmark Assessment Tests. Mini Benchmarks
5	4th & 5th Grade classes will be on a wheel allowing additional 30-minutes reading instructional time	L. McDaniel, Principal	On-going collection and monitoring of student data	Benchmark Assessment Tests. Mini Benchmarks
6	Lowest 25% will be provided opportunity for after school tutoring	Ms. R. Feinberg, Guidance Counselor	On-going collection and monitoring of student data	Benchmark Assessment Tests, Mini Benchmarks
7	Form Grade Level PLC to research FCAT Reading specs (old & new), focus calendars and student reading data.	Linda McDaniel, Principal	On-going collection and monitoring of student data	Benchmark Assessment Tests, Mini Benchmarks

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
All Level 3 & 4 students (percent of total tested)		We will increase the number of Level 4 & 5 students by 10%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Analyze data specifically content clusters and historical individual student data.	T. Lipkins, Assistant Principal	On-going collection and monitoring of student data	Benchmark Assessment Tests Mini-Benchmarks

2	Prescribe curriculum / instruction strategies accordingly.	G. Neal, Reading Coach	On-going collection and monitoring of student data	Quarterly STAR & Oral Fluency
3	Provide students additional time through class scheduled media and open checkout sessions to increase the circulation of books for pleasure reading	L. McDaniel, Principal	On-going collection and monitoring of checkout records	Benchmark Assessment Tests. Mini Benchmarks
4	4th & 5th Grade classes will be on a wheel allowing additional 30-minutes reading instructional time	L. McDaniel, Principal	On-going collection and monitoring of student data	Benchmark Assessment Tests. Mini Benchmarks
5	Form Grade Level PLC to research FCAT Reading specs (old & new), focus calendars and student reading data.	L. McDaniel, Principal	On-going collection and monitoring of student data	Benchmark Assessment Tests. Mini Benchmarks

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Reduce the number of Level 1 & 2 students by 10%	PLC – analyzing data, long range plan for curriculum focus calendar, & develop specific strategies for Level 1 & 2 students by identifying individual students strengths, weaknesses, and learning style to improve instructional strategies.	Grade Chairpersons	Aug. 17- Mar. 26	Monthly Meeting - CWT	L. McDaniel, Principal
Reduce the number of Level 1 & 2 students by 10%	Reading Strategies Workshop	Reading Coach	Oct 23	BAT & CWT	G. Neal, Reading Coach
Reduce the number of Level 1 & 2 students by 10%	SuccessMaker Training	Technology Coach	Oct. 23	BAT & CWT	B.J. Albright, Technology Coach
Increase the number of Level 4 & 5 students by 10%	Differentiated Accountability – Going Beyond	Assistant Principal	Aug. 18 & Oct. 23	BAT & CWT	T. Lipkins, Assistant Principal

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle Down (3-5)	PTSA	\$5,832.33
Time for Kids (K-1) Weekly Reader (PK)	PTSA	\$1,352.52
Weekly Reader (PK)	PTSA	\$274.46
		Total: \$7,459.31
Technology		
Description of Resources	Funding Source	Available Amount
Brain Pop	Fund Raising Proceeds	\$780.00
		Total: \$780.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Reading Strategies Workshop - materials	Accountability	\$100.00
Differentiated Accountability – Going Beyond	Accountability	\$200.00
		Total: \$300.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring / materials & salary	Accountability	\$6,199.00
		Total: \$6,199.00
		Final Total: \$14,738.31

Mathematics Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
74% of students in grades 3-5 scored a Level 3 or above in Measurement.		Increase number of students scoring Level 3 or above to 76%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Analyze data to identify students' mathematical ability	T. Lipkins, Assistant Principal	On-going collection and monitoring of student data	Benchmark Assessment Tests and quarterly STAR Math
2	Provide homogeneous group instruction for 5th grade departmentalized classes.	L. McDaniel, Principal	On-going collection and monitoring of student data	Quarterly STAR Math, Mid-year Harcourt Assessment
3	Students participate in First in Math, Brain Pop, SuccessMaker, FCAT Explorer, STAR Math, Calendar Math, and Hands-on Equations	T. Lipkins, Assistant Principal & H. Morales, 5th Grade Teacher	On-going collection and monitoring of student data	3. Quarterly STAR Math, Mid-year Harcourt Assessment
4	Parents and students will be provided opportunities to explore various math enrichment websites and real life application through Family Math Night at Publix	C. DelCristo & T. Ramos, Partnership Contacts	On-going collection and monitoring of student data	Quarterly STAR Math, Mid-year Harcourt Assessment
5	Form Grade Level PLC will research FCAT math specs (old & new), focus calendars and student math data.	L. McDaniel, Principal	On-going collection and monitoring of student data	Quarterly STAR Math, Mid-year Harcourt Assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
80% of students in grades 3-5 scored Level 3 or above in Data Analysis		Increase number of students scoring Level 3 or above to 82%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Analyze data to identify students' mathematical ability	T. Lipkins, Assistant Principal	On-going collection and monitoring of student data	Benchmark Assessment Tests and quarterly STAR Math
2	Provide homogeneous group instruction for 5th grade departmentalized classes.	L. McDaniel, Principal	On-going collection and monitoring of student data	Quarterly STAR Math, Mid-year Harcourt Assessment
3	Students participate in First in Math, Brain Pop, SuccessMaker, FCAT Explorer, STAR Math, Calendar Math, and Hands-on Equations	T. Lipkins, Assistant Principal, & H. Morales, 5th Grade Teacher	On-going collection and monitoring of student data	Quarterly STAR Math, Mid-year Harcourt Assessment
4	Form Grade Level PLC will research FCAT math specs (old & new), focus calendars and student math data.	L. McDaniel, Principal	On-going collection and monitoring of student data	Quarterly STAR Math, Mid-year Harcourt Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase number of students scoring Level 3 or above from 74% to 76% (measurement)	PLC – analyzing data, long range plan for curriculum focus calendar, & develop specific strategies for Level 3 students, including Specials teachers integrating measurement and data analysis into their curriculum	Grade Chairpersons	Aug. 17- Mar. 26	Monthly Meeting - CWT	L. McDaniel, Principal
Increase number of students scoring Level 3 or above from 74% to 76% (measurement)	On-Line Math Applications (Brain Pop, First in Math, Harcourt Math Center, Lessons through United Streaming, & Interactive Manipulatives)	Principal	Aug. 20	BAT & CWT	L. McDaniel, Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
First in Math	PTSA	\$5,302.50
		Total: \$5,302.50
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
On-Line Math Applications workshop - materials	Accountability	\$100.00
		Total: \$100.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,402.50

End of *Mathematics* Goal

Science Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The mean score is 69% in Scientific Thinking.		The mean point value for Scientific Thinking will increase from 69% to 71%.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Analyze data specific to Scientific Thinking and historical individual student data.	T. Lipkins, Assistant Principal	On-going collection and monitoring of student data	Teacher made assessment and student journals, and 5th Grade Mini-Benchmarks
2	Prescribe curriculum / instruction strategies accordingly.	L. McDaniel, Principal	On-going collection and monitoring of student data	Teacher made assessment and student journals, and 5th Grade Mini-Benchmarks
3	Integrate Scientific Thinking throughout weekly lessons	L. McDaniel, Principal & Leadership Team	On-going collection and monitoring of student data, together with CWT	Teacher made assessment and student journals, 5th Grade Mini-Benchmarks, together with CWT

4	Students will use tutorials available through United Streaming and develop podcasts to reinforce science vocabulary and targeted information.	H. Morales, 5th Grade Teacher	On-going collection and monitoring of student data, together with CWT	Teacher made assessment, student journals, podcasts, 5th Grade Mini-Benchmarks, together with CWT
5	. A Science Lab will be set up for each building for 4th & 5th Grade Hands-on instruction.	D. Raude & H. Morales, Grade Chairpersons & Leadership Team	On-going collection and monitoring of student data, together with CWT	Teacher made assessment and student journals, 5th Grade Mini-Benchmarks, together with CWT
6	Form Grade Level PLC to research FCAT Science spectes (old & new), focus calendars and student science data.	L. McDaniel, Principal	On-going collection and monitoring of student data, together with CWT	Teacher made assessment and student journals, 5th Grade Mini-Benchmarks, together with CWT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The mean point value for Scientific Thinking will increase from 69% to 71%.	PLC - integrating Scientific Thinking throughout core subject areas & developing a seamless Hands-On Science Curriculum K-5	Grade Chairpersons	Aug. 17- Mar. 26	Monthly Meeting - CWT	L. McDaniel, Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science Study Weekly	PTSA	\$962.28
		Total: \$962.28
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$962.28

End of **Science** Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
92% of fourth grade students scored Level 4 or above on Florida Writes.		Increase number of student scoring Level 4 and above to 94%.	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1 Analyze data specific to	L. McDaniel, Principal	On-going collection and	Florida Writes, together with

	Florida Writes and historical individual data.		monitoring of student data	quarterly writing samples
2	On-Level students will participate in the Sixer's club receiving additional strategies to enrich writing skills.	D. Raude, 4th Grade Chairperson	On-going collection and monitoring of student data	Florida Writes, together with quarterly writing samples
3	Students will participate in sharing work through Family Nights at Barnes & Noble.	M. Garcia, Partnership Contact	On-going collection and monitoring of student data	Florida Writes, together with quarterly writing samples
4	Form Grade Level PLC will research writing specs (old & new), focus calendars and student writing data.	L. McDaniel, Principal	On-going collection and monitoring of student data	Florida Writes, together with quarterly writing samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase number of student scoring Level 4 and above to 94%.	PLC – analyzing data, long range plan for curriculum focus calendar, & develop specific strategies for Level 4 students	Grade Chairpersons	Aug. 17-Mar. 26	Monthly Meeting - CWT	L. McDaniel, Principal
Increase number of student scoring Level 4 and above to 94%.	New instructional to school will be provided opportunities to participate in District Writing Training.	tbd	tbd	tbd	tbd

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
	N/A	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
	N/A	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
	N/A	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
	N/A	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?
 Based on information from surveys, evaluations, agendas, or sign-ins:
 Was the percent of parent participation in school activities maintained or increased from the prior year?
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
86% of parents on the 2009 customer survey responded as being aware of the school's goal.	Increase parents' knowledge of school's goal from 86% to 88%.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Conduct customer survey and analyze data to determine areas of communication concern	T. Lipkins, Assistant Principal, & Leadership Team	On-going exchange of dialogue with SAC and PTSA	Customer Survey
2	Maintain School Website with interactive abilities for communication with parents	Mr. Albright	On-going exchange of dialogue with parents through website, and submitted parent concern forms	Parent Concern forms
3	Conduct, orientation, open house and routine robot caller to keep parents abreast of current activities	L. McDaniel, Principal & T. Lipkins, Assistant Principal	On-going exchange of dialogue with parents through website, and submitted parent concern forms	Parent Concern forms

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parents' knowledge of school's goal from 86% to 88%	Teacher workshop on electronic communications	L. McDaniel, Principal	Aug. 20	Customer Survey	Linda McDaniel, Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Workshop materials	Accountability	\$100.00
Total: \$100.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$100.00		

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Buckle Down (3-5)	PTSA	\$5,832.33
Reading	Time for Kids (K-1) Weekly Reader (PK)	PTSA	\$1,352.52
Reading	Weekly Reader (PK)	PTSA	\$274.46
Mathematics	First in Math	PTSA	\$5,302.50
Writing		N/A	\$0.00
Science	Science Study Weekly	PTSA	\$962.28
			Total: \$13,724.09
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Brain Pop	Fund Raising Proceeds	\$780.00
Writing		N/A	\$0.00
			Total: \$780.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Strategies Workshop - materials	Accountability	\$100.00
Reading	Differentiated Accountability – Going Beyond	Accountability	\$200.00
Mathematics	On-Line Math Applications workshop - materials	Accountability	\$100.00
Writing		N/A	\$0.00
Parental Involvement	Workshop materials	Accountability	\$100.00
			Total: \$500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Tutoring / materials & salary	Accountability	\$6,199.00
Writing		N/A	\$0.00
			Total: \$6,199.00
			Final Total: \$21,203.09

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

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.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Workshop materials & Tutoring	100

Describe the Activities of the School Advisory Council for the Upcoming Year

Scheduled and special meetings to determine distribution of A+ Funds and monitoring of the School Improvement Plan, together with reviewing and monitoring the School Safety Plan.

SAC Members

Members

- 1) McDaniel, Linda, Principal
- 2) Duarte, Kyna, SAC Chair
- 3) Laborde, Sandra, Teacher
- 4) Lutchman, Theresa, Teacher
- 5) Friedman, Francine, Teacher
- 6) Gonzalez, Raquel, Teacher
- 7) Weiss, Johanna, Teacher
- 8) Toledo, Armando, Parent
- 9) Trucco, Harold, Parent
- 10) Mujica, Phillip, Parent
- 11) Romera, Peter, Parent
- 12) Gramatges, Rick, Parent
- 13) Krop, David, Parent
- 14) Alanso, Wendy, Parent
- 15) Anderson, Elizabeth, Parent
- 16) Brizi, Jorge, Parent
- 17) Cicos, John, Parent
- 18) Malanga, Helene, Parent
- 19) Martinez, Tito, Parent
- 20) Echeverri, Maria, Parent
- 21) Asesor, Jeff, Community Member
- 22) Tino, Jim, Community Member
- 23) Lliona, MARRISA, Community Member
- 24) Neal, Gail, School Support Personnel
- 25) Oleszewski, Tina, School Support Personnel
- 26) Moody, Terry, School Support Personnel
- 27) Leonard, Hope, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward SUNSET LAKES ELEMENTARY SCHOOL 3661													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 535 Math: 535		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	100	Y	100	Y	89	Y	89	Y			Y			NA	11	11	NA	9	11	NA	89	NA	89	NA	85	Y/N	
WHITE	99	Y	99	Y		Y	91	Y			Y			NA	6		NA	6	9	NA	90	NA	92	NA			
BLACK	100	Y	100	Y	74	Y	81	Y			Y			NA	15	26	NA	12	19	NA	78	NA	74	NA			
HISPANIC	100	Y	100	Y	90	Y	91	Y			Y			NA	14	10	NA	11	9	NA	91	NA	86	NA			
ASIAN	100	Y	100	Y			NA				NA			NA			NA			NA							
AMERICAN INDIAN			NA				NA				NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	83	Y	83	Y			NA			NA		17	NA		17	NA	89	NA	80	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA				NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA				NA			NA			NA			NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SUNSET LAKES ELEMENTARY SCHOOL 3661													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 548 Math: 548		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	99	Y	99	Y	89	Y	91	Y			Y			NA	14	11	NA	9	9	NA	80	NA	89	NA			
WHITE	99	Y	99	Y	94	Y	94	Y			Y			NA	7	6	NA	6	6	NA	83	NA	90	NA			
BLACK	99	Y	99	Y	85	Y	88	Y			Y			NA	20	15	NA	13	12	NA	84	NA	87	NA			
HISPANIC	99	Y	99	Y	86	Y	89	Y			Y			NA	16	14	NA	9	11	NA	75	NA	89	NA			
ASIAN			NA				NA				NA			NA			NA			NA							
AMERICAN INDIAN			NA				NA				NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y			NA				NA			NA			NA			NA							
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y			NA				NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA				NA			NA			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward SUNSET LAKES ELEMENTARY SCHOOL 3661													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 523 Math: 523		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	86	Y	91	Y			Y			NA	18	14	NA	14	9	NA	82	NA	87	NA			
WHITE	100	Y	100	Y	93	Y	94	Y			Y			NA	6	8	NA	13	6	NA	90	NA	88	NA			
BLACK	100	Y	100	Y	80	Y	87	Y			Y			NA	35	20	NA	32	13	NA	79	NA	80	NA			
HISPANIC	100	Y	100	Y	84	Y	91	Y			Y			NA	18	16	NA	10	9	NA	79	NA	87	NA			
ASIAN			NA				NA				NA			NA			NA			NA							
AMERICAN INDIAN			NA				NA				NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y			NA				NA			NA			NA			NA							
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y			NA				NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA				NA			NA			NA			NA							

SCHOOL GRADE DATA

Broward School District SUNSET LAKES ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	93%	99%	70%	353	Writing and Science: Takes into account the % scoring 3.5 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	77%	78%			155	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?	76% (YES)	77% (YES)			153	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.
Points Earned					661	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SUNSET LAKES ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	98%	74%	358	Writing and Science: Takes into account the % scoring 3.5 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	75%	79%			154	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?	74% (YES)	78% (YES)			152	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.
Points Earned					664	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SUNSET LAKES ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	95%	99%	71%	356	Writing and Science: Takes into account the % scoring 3.5 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	77%	81%			158	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?	72% (YES)	80% (YES)			152	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.
Points Earned					666	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested