

# Coral Sunset Elementary School



2014-15 School Improvement Plan

## Coral Sunset Elementary School

22400 HAMMOCK ST, Boca Raton, FL 33428

[www.edline.net/pages/coral\\_sunset\\_elementary](http://www.edline.net/pages/coral_sunset_elementary)

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

67%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

54%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	B

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>21</b>
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>50</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>53</b>
Professional Development Opportunities	54
Technical Assistance Items	57
<b>Appendix 3: Budget to Support Goals</b>	<b>59</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Through the combined efforts of our faculty, staff, and community, Coral Sunset Elementary School will educate students and train them to apply the basic, critical, and problem solving skills needed for future successes while also striving to establish good citizenship qualities by modeling an environment of respect, trust, honesty and responsibility.

##### Provide the school's vision statement

Coral Sunset Elementary's vision is to provide a safe and nurturing environment that is academically rigorous with excellence in thoughts and deeds.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers provide safe environments where students are seen, valued, cared for and respected. Students have opportunities to learn from one another's experiences and views. To create this learning environment, teachers look to student experiences to enrich the curriculum. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- \* History of Holocaust
- \* History of African and African Americans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Administration, teachers and staff are available to students before and after school hours. There is a no bullying policy on campus that is strictly adhered to. Students who have concerns are serviced by the school guidance counselor and a plan is put into place to prevent further incidents. The positive behavior support team places posters that are motivating and encouraging around the school campus. Coral Sunset will infuse single school culture and appreciation of multicultural diversity (applicable to all grade levels).

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Coral Sunset uses School-wide Positive Behavior Support. A team meets monthly to discuss any challenges and provides incentives that encourage students to comply. The team also places reminder posters around the school site so that students and teachers have a quick reference to the Guidelines for Success if needed. Teachers are provided with trainings throughout the year. Teachers complete a positive behavior plan that is given to parents during open house that maps out the classroom culture and expectations for the year. Parent training are provided twice a year.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school guidance counselor provides the students and families with free resources such as the Chrysalis Health Center where students can have access to services right in school. Students are able to see the counselor as soon as they need. Both individual counseling and small group workshops are in place. Students can be provided with a mentor both before and after school through a check in/check out program which allows the student to see a trusted impartial teacher who ensures the student is on task during the day and completing homework. The aftercare program also provides services through the Big Brother/Big Sister program.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The guidance counselor tracks student tardiness and absenteeism. Parental contact is made and every effort is utilized to correct the situation creating attendance below 90%. The School-wide Positive Behavior Support team tracks incidents from minor to major and puts in place preventative measures to avoid suspensions. Data is analyzed monthly. Students at risk of failure in English Language Arts or mathematics are presented to School Based Team. The team discusses the challenges of the student and creates an intervention plan. Progress is reviewed every 6-8 weeks and interventions are either removed or different ones put in place depending upon the progress of the student. Students in third grade who score Level 1 on the statewide assessments are retained and placed in the SAI program. Students who scored Level 1 in fourth and fifth grades are placed in iii - an additional 30 minutes of English Language Art instruction.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	15	13	17	10	10	74
One or more suspensions	1	2	2	2	7	1	15
Course failure in ELA or Math	34	50	33	4	1	2	124
Level 1 on statewide assessment	0	0	0	14	18	27	59

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	6	12	7	7	4	5	41

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

### **Description**

Increase parent involvement by 15% in building capacity.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school seeks and forms partnerships with local businesses. Parents are encouraged to support our partners. Many of our partners provide fundraising opportunities for our PTA. Partners are invited to participate in all our after school events which gives them a promotional opportunity.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Garcia, Danielle	Principal
Pierre-Louis, Jeannie	Assistant Principal
Hannan, Sue	Teacher, K-12
Derion, Danielle	Instructional Coach
Goldberg, Sara	Guidance Counselor
Grill, Ken	Psychologist
Matusevich, Essie	Other
Markert, Leah	Teacher, ESE
Cannavale, Cristina	Teacher, K-12

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

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. Monitors the RtI process for fidelity.

Guidance Counselor: Coordinates the RtI Team meetings and provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, works continuously to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

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.

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

SAI Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 2 & 3 instruction, and collaborates with general education teachers through such activities as coteaching.

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

RtI/Inclusion Facilitator: NONE THIS YEAR. Participates in student data collection, integrates core instructional activities/materials into Tier 2 & 3 instruction, and collaborates with general education teachers through such activities as coteaching.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB.

Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.\*Problem Solving & Response to Intervention Project 2008

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

Title 1 funds at Coral Sunset are used to purchase a Reading Coach, professional development, Tutoring Program in reading and math services are provided before and after school along with the daily small group instruction, SAI, and Intermediate Intensive Instruction (iii). Additional enrichment is offered in aftercare under the S.T.E.A.M curriculum. At our annual Title 1 faculty meeting our staff is informed of their roles in the Title 1 process and what Title 1 means. Funds are used to provide professional Development and resources to our staff, parent involvement activities, parent trainings and instructional classroom materials. Coral Sunset Elementary school believes that student success is reached through the cumulative support of school, home and community.

As a Title 1 school, we strive to infuse all three elements to reaching optimal results for the well-being and of the whole child. We also have Portuguese and Spanish Language facilitators for ELL support, Title 1, Part C Migrant: District standardize curriculum provides consistency to transitory students.

Students are provided free and reduce lunch. Boca Helping Hands is a non-profit organize that provides backpacks stuffed with food to students weekly. Title 1 Part D- the District receives funds to provide support services. These services are coordinated with the District Dropout prevention programs.

Title II provides supplemental trainings for teachers. Trainings include Literacy Cohort, Content Area Curriculum, and Marzano.

Title X - Homeless- the community provides clothing and school supplies to students that are need. Area attendance provides social service referrals. All for students identified as homeless under the McKinney-Veto Act to eliminate barriers for a free and appropriate education. Violence prevention programs-The school offers non-violence and anti-drug programs to student that need community service and counseling

District-wide implementation of Single School Culture.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Danielle Garcia	Principal
Sue Hannan	Teacher
Teresa Girolmetti	Teacher
Rocio Bernales	Parent
Janice Rohrer	Parent
Katherine Martinez	Parent
Maureen Merecka	Parent
Lashall Dodson	Parent
Jeannine Pettinella	Parent
Brenda Schaefer	Business/Community
Melisa Hillabrandt	Parent
Belony Belizaire	Parent
Magdalena Payne	Teacher
Nikki Raysor	Parent
	Student

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Data from the 2014 FCAT was reviewed and compared to the goals of last year's school improvement plan. Math fluency, although improved, is still a concern for the staff. Non-fiction reading has improved, however, students are lacking both necessary background knowledge and higher level vocabulary that is needed to further improve in this area. Data from FCAT indicates there is a need for Science to be included in 2015 School Improvement Plan.

*Development of this school improvement plan*

The SAC chair(s) complete the school improvement plan based on the data provided from the 2013 FCAT results. Then the SAC reviews and approves the plan. Any changes are discussed and updated as needed.

*Preparation of the school's annual budget and plan*

The administration along with representatives from Title 1 meet and review the annual budgets. The needs of the school are taken into consideration such as programs, materials and staff developments that will be needed to assist the school with their improvement plans.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

\$498.50 total school improvement funds were allocated last year.

\$111.91 allocated for Math Facts Bee awards and ribbons.

\$ 386.59 allocated for the following book purchases:

Individual Test Records for the Kaufman Brief Intelligence Test-2 to be used for screening possible gifted eligibility

12 copies of Fountas & Pinnell Prompting Guide Part I for Comprehension and/or Fountas and Pinnell Prompting Guide Part II for Comprehension, to supplement the current LLI kits.

Non-fiction books for the teacher room.

Dolphin Folders

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Garcia, Danielle	Principal
Pierre-Louis, Jeannie	Assistant Principal
Derion, Danielle	Instructional Coach
farenga, shari	Teacher, K-12
Cannavale, Cristina	Teacher, K-12
May, Sherry	Teacher, K-12
OBrien, Heather	Teacher, K-12
Robertson, Cynthia	Teacher, K-12
Hannan, Sue	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year.

- ~Provide tiered professional development to teachers for the K-4 Literacy Assessment System.
- ~Promote the school library and public library membership.
- ~The increase of independent reading.
- ~Plan events that encourage student literacy.
- ~Scholastic Summer Reading Challenge.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers are provided with LTM's, common planning times and encouraged to collaborate. Evaluations are done to determine staff needs and additional trainings are provided on campus and off. Staff is surveyed for specific concerns. All committees are open to all staff members.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The school's strategy for recruitment involves utilizing the Department of Recruitment and Retention to provide advice on all hiring and placement procedures as well as maintaining regular contact with the designated recruiter to improve talent acquisition effectiveness.

The school's strategy for developing and retaining new instructors involves the Implementation of BTAP (Beginning Teacher Assistance Program):

- Head: Jeannie Pierre-Louis
- Veteran teachers of CSES offer support to teachers new to CSES through:
  - Campus tour
  - Mentor partners
  - Monthly meetings

In addition, new teachers are supported through the Educator Support Program.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

BTAP

First year teachers are paired with veteran teachers on the same grade level within close proximity.

Planned mentoring activities include:

- Weekly meetings to check progress.
- Workshops
- Educator Support Program

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The instructional programs and materials are aligned to Florida Standards through the utilization of Palm Beach County's Learning Village. Units of study and additional resources (websites) are provided to teachers. Staff development is implemented and Units of Study are discussed during Learning Team Meetings. Walk-throughs are conducted periodically.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data is used to monitor, evaluate and revise the instruction to meet the needs of the students. Data is also utilized to drive the Professional Development the staff receives. In fifth grade, data is analyzed and students scoring a level 5 are offered a sixth grade virtual math program. Data is examined and used for remediation and enrichment in our tutorial programs. Data is also used for after-school programs such as Academic Games, Reader's Theatre, and SECME.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 3,000

Participation in Academic Games

**Strategy Rationale**

Enrichment activities contribute to a well rounded education.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Garcia, Danielle, danielle.garcia@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Schools and individual students are ranked by competition

**Strategy:** Extended School Day

**Minutes added to school year:** 5,040

LIT- Incorporates Reader's Theater which supports fluency and comprehension Grades-- 1-2

**Strategy Rationale**

Enrichment activities that contribute to a well-rounded education.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Garcia, Evelyn, evelyn.garcia@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teacher observation

**Strategy:** Extended School Day

**Minutes added to school year:** 5,040

S.T.E.A.M- Science, Technology, Engineering, Art, and Math-- Grades 3-5

**Strategy Rationale**

Enrichment activities that contribute to a well-rounded education.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Garcia, Evelyn, [evelyn.garcia@palmbeachschools.org](mailto:evelyn.garcia@palmbeachschools.org)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teacher Observation and student projects

**Strategy:** Extended School Day

**Minutes added to school year:** 945

Participation in the Reader's Theater Club will help students improve reading fluency, which leads to better reading comprehension.

**Strategy Rationale**

Enrichment activities that contribute to a well-rounded education.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Robertson, Cynthia, [cynthia.robertson@palmbeachschools.org](mailto:cynthia.robertson@palmbeachschools.org)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teacher Observation, Student performance, RRR

**Strategy:** Extended School Day

**Minutes added to school year:** 1,808

Tutorial for lowest 25% students in core subjects Reading, Math and Writing

**Strategy Rationale**

Instruction in core academic subjects

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Pierre-Louis, Jeannie, jeannie.pierre-louis@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Diagnostic scores, RRR data, EDW monitoring, data binders for homeroom teachers, LTM notes

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Each year in May, Coral Sunset holds a Kindergarten Round-Up so that incoming kindergartners and their parents are able to meet the teachers, see the campus, and get the necessary paperwork for registration. Parents also receive helpful information about what is expected academically from their child as well as tips about helping to ensure their child is kindergarten ready upon entry on day 1. Kindergarten students have staggered start schedules during the first week of school. Classroom visitations are allowed for transitional students and their parents.

In preparation for the transition to middle school the fifth grade students visit Logger's Run Middle School. We bring in middle schools with magnet programs to supply the students with choices. Our fifth grade classes are departmentalized in preparation for the structure in middle school.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** The K-5 student population will demonstrate grade level proficiency in vocabulary acquisition and comprehension.
- G2.** All students will know basic facts, pertinent to their grade level, for addition, subtraction, multiplication and division.
- G3.** 5th grade students will perform at or above grade level on the FCAT Science assessment.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** The K-5 student population will demonstrate grade level proficiency in vocabulary acquisition and comprehension. 1a

G053764

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	68.0

**Resources Available to Support the Goal** 2

- Use of informational/non-fiction texts during reading block. More specifically during Read Alouds and Shared Reading where the teacher models the reading strategies. The use of informational/non-fiction texts during differentiated small group with appropriate leveled texts. Also, lessons provided through Learning Village that aligns with Florida Standards throughout the year that focuses on text features, interpretations and key ideas and facts.
- A school-wide license was purchased for Spelling City. It is a computer based program that teachers will use to build both vocabulary and language skills. It will also serve as one method of progress monitoring towards the school-wide goal.
- Reading A-Z (RAZ-Kids) and Starfall are two Internet based programs that the students will have access to both at school and at home to build their decoding skills and fluency, along with comprehension.

**Targeted Barriers to Achieving the Goal** 3

- Students have limited background knowledge which affects their familiarity with and use of grade level vocabulary.
- Students have weak decoding skills which leads to a lack of fluency and automaticity.
- Exposure to literature at home is limited.
- The majority of texts students are interested in do not provide challenging content and vocabulary.

**Plan to Monitor Progress Toward G1.** 8

Spelling City, EDW literacy reports, diagnostic and RRR

**Person Responsible**

Danielle Garcia

**Schedule**

On 5/29/2015

**Evidence of Completion**

EDW reports on Diagnostics, SRI, tutorial assessments, Literary Assessment Data, Spelling City reports

**G2.** All students will know basic facts, pertinent to their grade level, for addition, subtraction, multiplication and division. 1a

G053765

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	65.0

**Resources Available to Support the Goal** 2

- Tutorial Program Math resources provided Instructional materials for classrooms Staff Trainings
- Fast Math by Scholastic Riverdeep V-Math Live

**Targeted Barriers to Achieving the Goal** 3

- Weak number recognition and numeracy skills.
- Lack of time in the instructional day leading to limited practice time and low mastery.
- Low student motivation and practice at home.

**Plan to Monitor Progress Toward G2.** 8

Data chats with all teachers will be utilized to review the status of student motivation towards the goal.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Informal notes and anecdotal records

**G3. 5th grade students will perform at or above grade level on the FCAT Science assessment.** 1a

G053766

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

**Resources Available to Support the Goal** 2

- Essential Labs Word of the week Spelling city Reading A to Z

**Targeted Barriers to Achieving the Goal** 3

- Lack of time in the curriculum for science.
- Limited academic (Tier 3) vocabulary.

**Plan to Monitor Progress Toward G3.** 8

Science diagnostics

**Person Responsible**

Danielle Garcia

**Schedule**

Weekly, from 1/1/2015 to 3/27/2015

**Evidence of Completion**

Teacher observations, assessments, pre/post test

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** The K-5 student population will demonstrate grade level proficiency in vocabulary acquisition and comprehension. **1**

 G053764

**G1.B1** Students have limited background knowledge which affects their familiarity with and use of grade level vocabulary. **2**

 B135761

**G1.B1.S1** Use of interactive word walls focusing on vocabulary that comes from informational and non-fiction texts. Use of graphic organizers that support activities in vocabulary development that can be translated to reading and writing fluency. **4**

 S147696

### Strategy Rationale

Teachers can target specific vocabulary within the classroom.

### Action Step 1 **5**

Teacher will use word walls, classroom activities such as graphic organizers, or other research based resources chosen by teachers.

#### Person Responsible

Danielle Derion

#### Schedule

Semiannually, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

teacher observation, classroom assessments, student participation

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Teachers were provided with high frequency words, classrooms will be monitored for interactive word walls, lesson plans will be monitored for graphic organizers

**Person Responsible**

Danielle Garcia

**Schedule**

On 5/29/2015

***Evidence of Completion***

results of observations during walk-throughs by administration and feedback from administrators

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Reports will be run for analyzation and teachers will be supported when needed

**Person Responsible**

Danielle Garcia

**Schedule**

On 5/29/2015

***Evidence of Completion***

EDW reports will be analyzed, RRR, Spelling City reports, Diagnostic

**G1.B1.S2** Spelling City, an Internet based vocabulary and spelling program. 4

S147697

**Strategy Rationale**

Students can practice the vocabulary and spelling at school and at home with targeted tier 2 and tier 3 words.

**Action Step 1** 5

Spelling City will be purchased and the teachers trained

**Person Responsible**

Teresa Girolmetti

**Schedule**

Quarterly, from 9/30/2014 to 5/29/2015

**Evidence of Completion**

Reports provided by the Spelling City program with student completion and competency data.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Teachers will be required to provide the data on their students

**Person Responsible**

Teresa Girolmetti

**Schedule**

Quarterly, from 11/21/2014 to 5/29/2015

**Evidence of Completion**

Spelling City Reports will be reviewed at LTM's by administration and grade level teams.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Students who demonstrate lack of proficiency will be invited to attend a lab twice a week to practice with teacher supervision.

**Person Responsible**

Teresa Girolmetti

**Schedule**

Quarterly, from 11/21/2014 to 5/29/2015

**Evidence of Completion**

Reports from Spelling City

**G1.B1.S3** School wide "Word of the Week" for primary and intermediate. 4

 S147698

**Strategy Rationale**

Students will acquire vocabulary by visually seeing vocabulary on campus and using it daily.

**Action Step 1** 5

The "Word of the Week" will be posted by the Reading Coach; one for primary and one for intermediate, around the school campus.

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Visual walk-throughs.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Random student sampling for knowledge and use of word of the week.

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Data collection sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Students will demonstrate increased vocabulary on RRR and on curriculum based measurement

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Every 2 Months, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

Data collection sheets, RRR Data Wall

**G1.B2** Students have weak decoding skills which leads to a lack of fluency and automaticity. 2

B135762

**G1.B2.S1** Reading A-Z, Starfall and Istation, all Internet based programs, will assist students who still demonstrate below grade level competencies. 4

S147699

### Strategy Rationale

Students who are below grade level struggle in all content areas.

### Action Step 1 5

An Internet program, Reading A to Z and was purchased to develop fluency and automaticity. Coral Sunset is participating in Istation, a Internet based reading program designed to build struggling readers. In addition, Palm Beach County offers Starfall and supplemental material for this program will be purchased. Ollie, an ESOL intervention kit was purchased to assist ELL students.

#### Person Responsible

Teresa Girolmetti

#### Schedule

Quarterly, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

Student reports provided by Reading A to Z and Reading Plus and Istation

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Students to read more fluently with increased comprehension.

#### Person Responsible

Teresa Girolmetti

#### Schedule

Quarterly, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

Reports provided by Reading A to Z and Reading Plus, Reading Running Records, and Istation

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Student reports will be evaluated and support given to those students not progressing.

**Person Responsible**

Teresa Girolmetti

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Reports provided by the Internet Programs and Reading Running Records will be evaluated by the Literacy Leadership Team.

**G1.B2.S2** Tutorial Program and/or small group instruction will be offered to the lowest 25 %. 4

 S147700

**Strategy Rationale**

To continue to fill gaps students are lacking for proficiency at grade level to ensure future success.

**Action Step 1** 5

Tutorial Program and/or small group instruction will be offered to the lowest 25 %

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Every 6 Weeks, from 11/10/2014 to 12/19/2014

**Evidence of Completion**

Diagnostic Data, Reading Running Records

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Lesson Plans for tutorial will be developed by Ms. Pierre-Louis and the Reading Coach

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Every 6 Weeks, from 11/10/2014 to 12/19/2014

***Evidence of Completion***

Pre- and Post-assessments, Reading Running Records

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Post Assessments data will be collected and analyzed

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

On 1/12/2015

***Evidence of Completion***

Post Assessments, Reading Running Records

**G1.B3** Exposure to literature at home is limited. 2

 B135763

**G1.B3.S1** Encourage parents to open library cards with frequent visits. 4

 S147701

**Strategy Rationale**

Schoolwide parent night will be offered at a local library and on campus. The focal point will be challenging text selection, checkout and building parent capacity to help student at home.

**Action Step 1** 5

Offer Literacy Parent Trainings including Library Night at the West Boca Library

**Person Responsible**

Danielle Garcia

**Schedule**

On 5/29/2015

**Evidence of Completion**

Sign in sheet from parent training, student library card

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Students will present their library card for an incentive.

**Person Responsible**

Danielle Garcia

**Schedule**

On 5/29/2015

**Evidence of Completion**

Library card, reading logs

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Parents will be invited to Coral Sunset Library night. Reading and vocabulary scores will increase.

**Person Responsible**

Danielle Garcia

**Schedule**

On 5/29/2015

**Evidence of Completion**

SRI, diagnostics, classroom observations and tests, RRR data

**G1.B3.S2** Students will be given books through A-Z reading, Happily Ever After and classroom libraries.

4

 S147702

**Strategy Rationale**

To assist parents who can not supply their children with home libraries.

**Action Step 1** 5

Student will be given books for home reading libraries.

**Person Responsible**

Danielle Derion

**Schedule**

On 5/29/2015

**Evidence of Completion**

Reading Logs

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Literacy Leadership team will monitor monthly at meetings

**Person Responsible**

Danielle Garcia

**Schedule**

On 5/29/2015

**Evidence of Completion**

Media Specialist attendance roster and classroom teachers through reading logs

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Teacher will continue to assess students individually in the classroom using the Literacy Assessment instrument.

**Person Responsible**

Danielle Garcia

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

EDW Data (Literacy Assessment and Diagnostics )and teacher observation

**G1.B4** The majority of texts students are interested in do not provide challenging content and vocabulary.

2

 B135764

**G1.B4.S1** School wide use of Spelling City. 4

 S147703

**Strategy Rationale**

Teacher will be able to target specific areas of concerns within their classrooms.

**Action Step 1** 5

Teachers will use Spelling City to increase vocabulary acquisition.

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Spelling City reports

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Students will begin utilizing vocabulary from Spelling City

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Student writing samples, Spelling City reports

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Spelling City Reports

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Quarterly, from 9/30/2014 to 5/29/2015

**Evidence of Completion**

Data Binder with reports

**G1.B4.S2** Media specialist will promote and encourage students towards the non-fiction section in the library. She will align her lessons based on the SIP goals in Reading. 4

 S147704

**Strategy Rationale**

Student will be motivated to select challenging resources in the media center.

**Action Step 1** 5

Media specialist will develop lesson plans that include non-fiction and challenging texts

**Person Responsible**

Sherry May

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Administrative walk-throughs, lesson plan review

**Plan to Monitor Fidelity of Implementation of G1.B4.S2** 6

Administration will do walkthroughs during lessons and students will take Reading Counts tests on informational texts.

**Person Responsible**

Danielle Garcia

**Schedule**

Semiannually, from 9/30/2014 to 5/29/2015

***Evidence of Completion***

Reading logs, reading counts tests and walk through data

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2** 7

Data Chats, informal observations and student reports on reading counts

**Person Responsible**

Teresa Girolmetti

**Schedule**

Semiannually, from 9/30/2014 to 5/29/2015

***Evidence of Completion***

Administrative observation and reading counts

**G1.B4.S3** Increase incentives in the classroom to gear students towards building their vocabulary skills.

4

 S147705

### Strategy Rationale

Students will be motivated to utilize upper level vocabulary and it will become more commonplace.

### Action Step 1 5

Students will be awarded a special ticket for utilizing new vocabulary

#### Person Responsible

Sue Hannan

#### Schedule

Daily, from 10/1/2014 to 5/15/2015

#### Evidence of Completion

Tickets placed in media center for drawing.

### Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Students who receive tickets will enter a drawing to read their sentence on the morning announcements

#### Person Responsible

Sue Hannan

#### Schedule

Weekly, from 10/6/2014 to 5/22/2015

#### Evidence of Completion

Student tickets, students presenting on morning announcements

**Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7**

Vocabulary Bee at the end of the year

**Person Responsible**

Sue Hannan

**Schedule**

On 3/13/2015

**Evidence of Completion**

Teachers will submit Spelling City data, two students from each class will participate in pre-FSA vocabulary bee.

**G2.** All students will know basic facts, pertinent to their grade level, for addition, subtraction, multiplication and division. 1

 G053765

**G2.B1** Weak number recognition and numeracy skills. 2

 B135765

**G2.B1.S1** Students will be trained in and utilize V-Math Live and FASST Math to build math facts. 4

 S147706

**Strategy Rationale**

Students enjoy the challenge and motivation to learn the facts are increased.

**Action Step 1 5**

Students will be taught how to access V-Math Live and FAST math.

**Person Responsible**

Joan McQuestion

**Schedule**

On 9/29/2014

**Evidence of Completion**

Data collection from V-Math and Faszt Math, math sites.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Data from V-Math Live and FASST math

**Person Responsible**

Danielle Garcia

**Schedule**

Quarterly, from 11/21/2014 to 5/29/2015

**Evidence of Completion**

V-Math Live and FASST Math data reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

V-Math Live and FASST Math reports

**Person Responsible**

Danielle Garcia

**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Student's progress with V-Math benchmarks and FASST Math facts will be monitored by the Math Leadership Team.

**G2.B2** Lack of time in the instructional day leading to limited practice time and low mastery. 2

 B135766

**G2.B2.S1** Tutorials and open lab times will be available to students who need practice. 4

 S147707

**Strategy Rationale**

Setting aside lab time and tutoring time will increase the students instructional and practice time during the school year.

**Action Step 1** 5

Tutorials and Open Lab times

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Weekly, from 10/6/2014 to 3/13/2015

***Evidence of Completion***

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Data collection from tutors and Internet math sites

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Weekly, from 10/13/2014 to 3/13/2015

***Evidence of Completion***

Pre and Post Assessments

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Pre- and Post-assessments will be given for tutorial; Internet reports on student progress will be monitored.

**Person Responsible**

Jeannie Pierre-Louis

**Schedule**

Weekly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

Reports and -post assessment data will be collected and discussed by the Math Leadership Team

**G2.B3 Low student motivation and practice at home.** 2

 B135767

**G2.B3.S1 Students will use VMath an Internet based program and FASST Math.** 4

 S147708

**Strategy Rationale**

Students will be motivated to use VMath at home for math practice and FASST Math at school.

**Action Step 1** 5

Students will use VMath, an Internet based program, at school and home. Students will use FASST Math at school.

**Person Responsible**

Danielle Garcia

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Data collection from Internet sites

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Teacher will allow time in lesson plans for students to access computer based programs.

**Person Responsible**

Danielle Garcia

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Reports on VMath and FASST Math will be run

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Reports from both programs will be analyzed. Teachers will discuss results during LTM.

**Person Responsible**

Danielle Garcia

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Reports from both programs will be collected monthly by the Math Learning Team and data will be discussed with grade levels.

**G2.B3.S2** Create STEM Family Night that will help parents and families deepen their knowledge base of math and science standards **4**

 S152900

### **Strategy Rationale**

Increase student and parent engagement in school so that they take lessons learned home to expand strategies and skills.

### **Action Step 1** **5**

Contract with Science Museum for STEM Night

#### **Person Responsible**

Danielle Garcia

#### **Schedule**

On 2/4/2015

#### ***Evidence of Completion***

Executed contract with Science Museum

**G3.** 5th grade students will perform at or above grade level on the FCAT Science assessment. 1

G053766

**G3.B1** Lack of time in the curriculum for science. 2

B135768

**G3.B1.S1** Essential labs for 5th grade students. 4

S147709

### Strategy Rationale

Teachers do not have supplies or time in the day so an essential lab with dedicated science teacher has been set up to supplement the 5th grade science curriculum.

### Action Step 1 5

A lab has been set up in a classroom. Fifth grade students will attend the lab once a week for 8 weeks.

#### Person Responsible

Danielle Garcia

#### Schedule

Weekly, from 12/1/2014 to 5/29/2015

#### Evidence of Completion

Lesson Plans for lab, attendance

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans will be check and attendance will be monitored

#### Person Responsible

Danielle Garcia

#### Schedule

On 5/29/2015

#### Evidence of Completion

Teacher observation, student work samples

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Lessons will be turned in and students monitored

**Person Responsible**

Danielle Garcia

**Schedule**

On 3/27/2015

***Evidence of Completion***

Lesson plans

**G3.B1.S2** Integration of Science into the reading curriculum and fine arts. 4

 S147710

**Strategy Rationale**

Due to the limited available time for science, students will be provided with non-fiction literature pertinent to science standards and activities during fine art times.

**Action Step 1** 5

Teacher will integrate science into the curriculum during the reading block.

**Person Responsible**

Danielle Garcia

**Schedule**

On 5/29/2015

***Evidence of Completion***

Lesson plans, LTM sign in's and agendas

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Non-Fiction science books are located in our book room, teachers will be given support when needed.

**Person Responsible**

Danielle Garcia

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Teacher will included activities within lesson plans.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Support will be available to teachers

**Person Responsible**

Danielle Garcia

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans will be collected quarterly.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Support will be available to teachers

**Person Responsible**

Danielle Garcia

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans will be collected quarterly.

**G3.B2** Limited academic (Tier 3) vocabulary. 2

 B135769

**G3.B2.S1** Spelling City can be utilized for science specific vocabulary education. 4

 S147711

**Strategy Rationale**

Students will receive more exposure and practice of vocabulary specific to science and that will increase their ability to retain the information.

**Action Step 1** 5

Spelling City will be purchased using Title 1 funds.

**Person Responsible**

Danielle Garcia

**Schedule**

On 5/29/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Random samples of spelling lists will be selected for review of science specific vocabulary.

**Person Responsible**

Danielle Garcia

**Schedule**

Semiannually, from 11/21/2014 to 5/29/2015

***Evidence of Completion***

Spelling lists teachers assigned for the week will be collected once a semester for review.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Spelling City data collection

**Person Responsible**

Danielle Garcia

**Schedule**

Quarterly, from 11/19/2014 to 5/29/2015

**Evidence of Completion**

Data collection on student participation and mastery rates will be collected and reviewed by the School Advisory Council.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teacher will use word walls, classroom activities such as graphic organizers, or other research based resources chosen by teachers.	Derion, Danielle	8/18/2014	teacher observation, classroom assessments, student participation	5/29/2015 semiannually
G1.B1.S2.A1	Spelling City will be purchased and the teachers trained	Girolmetti, Teresa	9/30/2014	Reports provided by the Spelling City program with student completion and competency data.	5/29/2015 quarterly
G1.B1.S3.A1	The "Word of the Week" will be posted by the Reading Coach; one for primary and one for intermediate, around the school campus.	Pierre-Louis, Jeannie	9/1/2014	Visual walk-throughs.	5/29/2015 weekly
G1.B2.S1.A1	An Internet program, Reading A to Z and was purchased to develop fluency and automaticity. Coral Sunset is participating in Istation, a Internet based reading program designed to build struggling readers. In addition, Palm Beach County offers Starfall and supplemental material for this program will be purchased. Ollie, an ESOL intervention kit was purchased to assist ELL students.	Girolmetti, Teresa	9/1/2014	Student reports provided by Reading A to Z and Reading Plus and Istation	5/29/2015 quarterly
G1.B2.S2.A1	Tutorial Program and/or small group instruction will be offered to the lowest 25 %	Pierre-Louis, Jeannie	11/10/2014	Diagnostic Data, Reading Running Records	12/19/2014 every-6-weeks
G1.B3.S1.A1	Offer Literacy Parent Trainings including Library Night at the West Boca Library	Garcia, Danielle	9/8/2014	Sign in sheet from parent training, student library card	5/29/2015 one-time
G1.B3.S2.A1	Student will be given books for home reading libraries.	Derion, Danielle	5/29/2015	Reading Logs	5/29/2015 one-time
G1.B4.S1.A1	Teachers will use Spelling City to increase vocabulary acquisition.	Pierre-Louis, Jeannie	9/1/2014	Spelling City reports	5/29/2015 quarterly
G1.B4.S2.A1	Media specialist will develop lesson plans that include non-fiction and challenging texts	May, Sherry	9/1/2014	Administrative walk-throughs, lesson plan review	5/29/2015 quarterly

**Palm Beach - 1811 - Coral Sunset Elementary School - 2014-15 SIP**  
*Coral Sunset Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S3.A1	Students will be awarded a special ticket for utilizing new vocabulary	Hannan, Sue	10/1/2014	Tickets placed in media center for drawing.	5/15/2015 daily
G2.B1.S1.A1	Students will be taught how to access V-Math Live and FAST math.	McQuestion, Joan	9/29/2014	Data collection from V-Math and Fasst Math, math sites.	9/29/2014 one-time
G2.B2.S1.A1	Tutorials and Open Lab times	Pierre-Louis, Jeannie	10/6/2014	Sign-in sheets	3/13/2015 weekly
G2.B3.S1.A1	Students will use VMath, an Internet based program, at school and home. Students will use FASST Math at school.	Garcia, Danielle	8/18/2014	Data collection from Internet sites	5/29/2015 monthly
G3.B1.S1.A1	A lab has been set up in a classroom. Fifth grade students will attend the lab once a week for 8 weeks.	Garcia, Danielle	12/1/2014	Lesson Plans for lab, attendance	5/29/2015 weekly
G3.B1.S2.A1	Teacher will integrate science into the curriculum during the reading block.	Garcia, Danielle	9/8/2014	Lesson plans, LTM sign in's and agendas	5/29/2015 one-time
G3.B2.S1.A1	Spelling City will be purchased using Title 1 funds.	Garcia, Danielle	9/1/2014		5/29/2015 one-time
G2.B3.S2.A1	Contract with Science Museum for STEM Night	Garcia, Danielle	11/17/2014	Executed contract with Science Museum	2/4/2015 one-time
G1.MA1	Spelling City, EDW literacy reports, diagnostic and RRR	Garcia, Danielle	8/18/2014	EDW reports on Diagnostics, SRI, tutorial assessments, Literary Assessment Data, Spelling City reports	5/29/2015 one-time
G1.B1.S1.MA1	Reports will be run for analyzation and teachers will be supported when needed	Garcia, Danielle	8/18/2014	EDW reports will be analyzed, RRR, Spelling City reports, Diagnostic	5/29/2015 one-time
G1.B1.S1.MA1	Teachers were provided with high frequency words, classrooms will be monitored for interactive word walls, lesson plans will be monitored for graphic organizers	Garcia, Danielle	8/18/2014	results of observations during walk-throughs by administration and feedback from administrators	5/29/2015 one-time
G1.B2.S1.MA1	Student reports will be evaluated and support given to those students not progressing.	Girolmetti, Teresa	9/1/2014	Reports provided by the Internet Programs and Reading Running Records will be evaluated by the Literacy Leadership Team.	5/29/2015 quarterly
G1.B2.S1.MA1	Students to read more fluently with increased comprehension.	Girolmetti, Teresa	9/1/2014	Reports provided by Reading A to Z and Reading Plus, Reading Running Records, and Istation	5/29/2015 quarterly
G1.B3.S1.MA1	Parents will be invited to Coral Sunset Library night. Reading and vocabulary scores will increase.	Garcia, Danielle	8/18/2014	SRI, diagnostics, classroom observations and tests, RRR data	5/29/2015 one-time
G1.B3.S1.MA1	Students will present their library card for an incentive.	Garcia, Danielle	8/18/2014	Library card, reading logs	5/29/2015 one-time
G1.B4.S1.MA1	Spelling City Reports	Pierre-Louis, Jeannie	9/30/2014	Data Binder with reports	5/29/2015 quarterly
G1.B4.S1.MA1	Students will begin utilizing vocabulary from Spelling City	Pierre-Louis, Jeannie	9/1/2014	Student writing samples, Spelling City reports	5/29/2015 quarterly
G1.B1.S2.MA1	Students who demonstrate lack of proficiency will be invited to attend a lab twice a week to practice with teacher supervision.	Girolmetti, Teresa	11/21/2014	Reports from Spelling City	5/29/2015 quarterly
G1.B1.S2.MA1	Teachers will be required to provide the data on their students	Girolmetti, Teresa	11/21/2014	Spelling City Reports will be reviewed at LTM's by administration and grade level teams.	5/29/2015 quarterly
G1.B2.S2.MA1	Post Assessments data will be collected and analyzed	Pierre-Louis, Jeannie	12/19/2014	Post Assessments, Reading Running Records	1/12/2015 one-time
G1.B2.S2.MA1	Lesson Plans for tutorial will be developed by Ms. Pierre-Louis and the Reading Coach	Pierre-Louis, Jeannie	11/10/2014	Pre- and Post-assessments, Reading Running Records	12/19/2014 every-6-weeks

**Palm Beach - 1811 - Coral Sunset Elementary School - 2014-15 SIP**  
Coral Sunset Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1	Teacher will continue to assess students individually in the classroom using the Literacy Assessment instrument.	Garcia, Danielle	8/18/2014	EDW Data (Literacy Assessment and Diagnostics )and teacher observation	5/29/2015 quarterly
G1.B3.S2.MA1	Literacy Leadership team will monitor monthly at meetings	Garcia, Danielle	8/18/2014	Media Specialist attendance roster and classroom teachers through reading logs	5/29/2015 one-time
G1.B4.S2.MA1	Data Chats, informal observations and student reports on reading counts	Girolmetti, Teresa	9/30/2014	Administrative observation and reading counts	5/29/2015 semiannually
G1.B4.S2.MA1	Administration will do walkthroughs during lessons and students will take Reading Counts tests on informational texts.	Garcia, Danielle	9/30/2014	Reading logs, reading counts tests and walk through data	5/29/2015 semiannually
G1.B1.S3.MA1	Students will demonstrate increased vocabulary on RRR and on curriculum based measurement	Pierre-Louis, Jeannie	10/1/2014	Data collection sheets, RRR Data Wall	5/29/2015 every-2-months
G1.B1.S3.MA1	Random student sampling for knowledge and use of word of the week.	Pierre-Louis, Jeannie	9/1/2014	Data collection sheets	5/29/2015 weekly
G1.B4.S3.MA1	Vocabulary Bee at the end of the year	Hannan, Sue	3/13/2015	Teachers will submit Spelling City data, two students from each class will participate in pre-FSA vocabulary bee.	3/13/2015 one-time
G1.B4.S3.MA1	Students who receive tickets will enter a drawing to read their sentence on the morning announcements	Hannan, Sue	10/6/2014	Student tickets, students presenting on morning announcements	5/22/2015 weekly
G2.MA1	Data chats with all teachers will be utilized to review the status of student motivation towards the goal.		Informal notes and anecdotal records	one-time	
G2.B1.S1.MA1	V-Math Live and FASST Math reports	Garcia, Danielle	9/8/2014	Student's progress with V-Math benchmarks and FASST Math facts will be monitored by the Math Leadership Team.	5/29/2015 quarterly
G2.B1.S1.MA1	Data from V-Math Live and FASST math	Garcia, Danielle	11/21/2014	V-Math Live and FASST Math data reports	5/29/2015 quarterly
G2.B2.S1.MA1	Pre- and Post-assessments will be given for tutorial; Internet reports on student progress will be monitored.	Pierre-Louis, Jeannie	10/6/2014	Reports and -post assessment data will be collected and discussed by the Math Leadership Team	5/29/2015 weekly
G2.B2.S1.MA1	Data collection from tutors and Internet math sites	Pierre-Louis, Jeannie	10/13/2014	Pre and Post Assessments	3/13/2015 weekly
G2.B3.S1.MA1	Reports from both programs will be analyzed. Teachers will discuss results during LTM.	Garcia, Danielle	9/8/2014	Reports from both programs will be collected monthly by the Math Learning Team and data will be discussed with grade levels.	5/29/2015 monthly
G2.B3.S1.MA1	Teacher will allow time in lesson plans for students to access computer based programs.	Garcia, Danielle	9/8/2014	Reports on VMATH and FASST Math will be run	5/29/2015 monthly
G3.MA1	Science diagnostics	Garcia, Danielle	1/1/2015	Teacher observations, assessments, pre/post test	3/27/2015 weekly
G3.B1.S1.MA1	Lessons will be turned in and students monitored	Garcia, Danielle	1/1/2015	Lesson plans	3/27/2015 one-time
G3.B1.S1.MA1	Lesson plans will be check and attendance will be monitored	Garcia, Danielle	1/1/2015	Teacher observation, student work samples	5/29/2015 one-time
G3.B2.S1.MA1	Spelling City data collection	Garcia, Danielle	11/19/2014	Data collection on student participation and mastery rates will be collected and reviewed by the School Advisory Council.	5/29/2015 quarterly
G3.B2.S1.MA1	Random samples of spelling lists will be selected for review of science specific vocabulary.	Garcia, Danielle	11/21/2014	Spelling lists teachers assigned for the week will be collected once a semester for review.	5/29/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.MA1	Support will be available to teachers	Garcia, Danielle	8/18/2014	Lesson plans will be collected quarterly.	5/29/2015 daily
G3.B1.S2.MA1	Support will be available to teachers	Garcia, Danielle	8/18/2014	Lesson plans will be collected quarterly.	5/29/2015 daily
G3.B1.S2.MA1	Non-Fiction science books are located in our book room, teachers will be given support when needed.	Garcia, Danielle	8/18/2014	Teacher will included activities within lesson plans.	5/29/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** The K-5 student population will demonstrate grade level proficiency in vocabulary acquisition and comprehension.

**G1.B1** Students have limited background knowledge which affects their familiarity with and use of grade level vocabulary.

**G1.B1.S1** Use of interactive word walls focusing on vocabulary that comes from informational and non-fiction texts. Use of graphic organizers that support activities in vocabulary development that can be translated to reading and writing fluency.

### PD Opportunity 1

Teacher will use word walls, classroom activities such as graphic organizers, or other research based resources chosen by teachers.

#### Facilitator

Danielle Derion, Sue Hannan

#### Participants

Instructional Staff

#### Schedule

Semiannually, from 8/18/2014 to 5/29/2015

**G1.B1.S2** Spelling City, an Internet based vocabulary and spelling program.

### PD Opportunity 1

Spelling City will be purchased and the teachers trained

#### Facilitator

Teresa Girolmetti/Sue Hannan

#### Participants

Students and Coral Sunset Teachers

#### Schedule

Quarterly, from 9/30/2014 to 5/29/2015

**G1.B4** The majority of texts students are interested in do not provide challenging content and vocabulary.

**G1.B4.S1** School wide use of Spelling City.

**PD Opportunity 1**

Teachers will use Spelling City to increase vocabulary acquisition.

**Facilitator**

Teresa Girolmetti/Sue Hannan

**Participants**

Instructional Staff

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**G2.** All students will know basic facts, pertinent to their grade level, for addition, subtraction, multiplication and division.

**G2.B1** Weak number recognition and numeracy skills.

**G2.B1.S1** Students will be trained in and utilize V-Math Live and FASST Math to build math facts.

**PD Opportunity 1**

Students will be taught how to access V-Math Live and FAST math.

**Facilitator**

Math Leadership Team

**Participants**

All Instructional Staff

**Schedule**

On 9/29/2014

**G2.B3** Low student motivation and practice at home.

**G2.B3.S2** Create STEM Family Night that will help parents and families deepen their knowledge base of math and science standards

**PD Opportunity 1**

Contract with Science Museum for STEM Night

**Facilitator**

Science Museum Consultant

**Participants**

Teachers

**Schedule**

On 2/4/2015

**G3.** 5th grade students will perform at or above grade level on the FCAT Science assessment.

**G3.B1** Lack of time in the curriculum for science.

**G3.B1.S2** Integration of Science into the reading curriculum and fine arts.

**PD Opportunity 1**

Teacher will integrate science into the curriculum during the reading block.

**Facilitator**

**Participants**

**Schedule**

On 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** The K-5 student population will demonstrate grade level proficiency in vocabulary acquisition and comprehension.

**G1.B2** Students have weak decoding skills which leads to a lack of fluency and automaticity.

**G1.B2.S1** Reading A-Z, Starfall and Istation, all Internet based programs, will assist students who still demonstrate below grade level competencies.

### **PD Opportunity 1**

An Internet program, Reading A to Z and was purchased to develop fluency and automaticity. Coral Sunset is participating in Istation, a Internet based reading program designed to build struggling readers. In addition, Palm Beach County offers Starfall and supplemental material for this program will be purchased. Ollie, an ESOL intervention kit was purchased to assist ELL students.

#### **Facilitator**

Danielle Derion (Reading Coach)

#### **Participants**

Instructional staff

#### **Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**G2.** All students will know basic facts, pertinent to their grade level, for addition, subtraction, multiplication and division.

**G2.B3** Low student motivation and practice at home.

**G2.B3.S1** Students will use VMath an Internet based program and FASST Math.

**PD Opportunity 1**

Students will use VMath, an Internet based program, at school and home. Students will use FASST Math at school.

**Facilitator**

Math Leadership Team

**Participants**

students and teachers

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**G3.** 5th grade students will perform at or above grade level on the FCAT Science assessment.

**G3.B2** Limited academic (Tier 3) vocabulary.

**G3.B2.S1** Spelling City can be utilized for science specific vocabulary education.

**PD Opportunity 1**

Spelling City will be purchased using Title 1 funds.

**Facilitator**

Reading Leadership Team

**Participants**

Instructional Staff, students

**Schedule**

On 5/29/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> The K-5 student population will demonstrate grade level proficiency in vocabulary acquisition and comprehension.	87,601
<b>Goal 2:</b> All students will know basic facts, pertinent to their grade level, for addition, subtraction, multiplication and division.	18,731
<b>Goal 3:</b> 5th grade students will perform at or above grade level on the FCAT Science assessment.	6,324
<b>Grand Total</b>	<b>112,656</b>

### Goal 1: The K-5 student population will demonstrate grade level proficiency in vocabulary acquisition and comprehension.

Description	Source	Total
<b>B1.S1.A1</b> - Reading Coach Staff Development (0.5 Salary and Benefits)	Title I Part A	32,909
<b>B1.S1.A1</b> - Substitutes for teacher relief time for staff development.	Title I Part A	1,186
<b>B1.S1.A1</b> - Professional Development supplies such as paper, ink, chart paper, sticky notes, markers, pens, highlighters, folders, binders, notebooks, etc.	Title I Part A	1,030
<b>B1.S2.A1</b> - Spelling City School-wide License	Title I Part A	1,050
<b>B2.S1.A1</b> - Reading A-Z, RAZ Kids Internet licenses and Ollie	Title I Part A	1,403
<b>B2.S1.A1</b> - Starfall consumable materials	Title I Part A	300
<b>B2.S2.A1</b> - Reading Resource Teacher (0.5 Salary and Benefits)	Title I Part A	32,937
<b>B2.S2.A1</b> - After School Tutorial Program HQ Tutors Salary and Benefits	Title I Part A	11,620
<b>B2.S2.A1</b> - Supplies/materials for tutorial such as paper, pens, markers, highlighters, journals, folders, consumables, index cards, etc.	Title I Part A	1,501
<b>B3.S1.A1</b> - Parent Training and Communication Materials such as pamphlets, posters, paper, ink, toner, post-its, highlighters, pens, folders, make and take supplies.	Title I Part A	3,665
<b>Total Goal 1</b>		<b>87,601</b>

### Goal 2: All students will know basic facts, pertinent to their grade level, for addition, subtraction, multiplication and division.

Description	Source	Total
<b>B1.S1.A1</b> - Purchase of V-Math Live	Title I Part A	2,950
<b>B1.S1.A1</b> - Substitutes for staff development	Title I Part A	1,186
<b>B2.S1.A1</b> - After School Tutorial Program HQ Tutors Salary and Benefits	Title I Part A	12,720

**Goal 2: All students will know basic facts, pertinent to their grade level, for addition, subtraction, multiplication and division.**

Description	Source	Total
<b>B2.S1.A1</b> - Supplies for tutorial instruction such as manipulatives, consumables, paper, pencils, folders, ink, journals, index cards, highlighters, etc.	Title I Part A	1,500
<b>B3.S2.A1</b> - Consultant Contract	Title I Part A	375
<b>Total Goal 2</b>		<b>18,731</b>

**Goal 3: 5th grade students will perform at or above grade level on the FCAT Science assessment.**

Description	Source	Total
<b>B1.S1.A1</b> - Lab Supplies such as SECME-like materials including beakers, test tubes, magnifying glasses, common household supplies, and other materials as described in Essential Lab Lesson Plans	Title I Part A	5,139
<b>B1.S1.A1</b> - Professional Development - Subs.	Title I Part A	1,185
<b>Total Goal 3</b>		<b>6,324</b>