

Miami-Dade County Public Schools

Sunset Park Elementary School

students
school
teaching
improvement
instruction
environment
family
collaborative
strategic
needs
increased
public
mission
vision
and
community
involvement
planning
relationships
building
achievement
ambitious
strategies
resources
effective
leadership
supportive
problem solving
8-Step
step
zero
college
and
career
goals
public
and
mission
vision



2015-16 School Improvement Plan

Sunset Park Elementary School

10235 SW 84TH ST, Miami, FL 33173

<http://sunsetpark.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade 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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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Sunset Park Elementary is to prepare students for responsible citizenship, lifelong learning, and productive employment by opening opportunities for all students, accepting individual differences, and seeking to maximize each student's academic, social and patriotic potential.

Provide the school's vision statement

Sunset Park Elementary School's purpose is to ensure that all students become lifelong learners and productive, responsible citizens in our multicultural society. The school's vision is to provide a stimulating learning environment for students that will help them develop into knowledgeable, productive members of society. Sunset Park Elementary School students are encouraged and challenged to reach their full potential in all subjects.

School Environment

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

Sunset Park Elementary strives for academic excellence. Teachers have received, and will continue to receive, professional development in the Florida State Standards, and will be offered additional support from school personnel in order to improve student performance. Other programs/activities that are offered at Sunset Park Elementary are the following: community classes, story night, Mother's Day activity, Valentine's Day for Fathers activity, Field day, Night of the Arts, Chorus, Honor Roll Assemblies, curriculum fair, Author's Visits, Fall Festival, Movie Night, Book Fair, Battle of the Books, Career Week, Hispanic Heritage night, Red Ribbon Week, Polar Express, Author's Tea, Green Rangers, Curriculum Expo, SPOT Success and attendance recognition. Our students are exposed to a multicultural curriculum which exposes them to a variety of cultures and beliefs. In addition, this year each grade level will sponsor a "passion" project, which will benefit the community through fundraising and/or simply raising awareness of our communities needs.

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

Sunset Park Elementary is located in a transient community due to the large number of rental apartments in the area. Enrollment in STEM has risen. Sunset Park Elementary is a Title I school again this year due to the large number of students on free or reduced lunch; it's the school's sixth year receiving Title I funds. Sunset Park Elementary will continue to implement an instructional program aimed at high levels of achievement and College and Career Readiness. Various programs are offered in order to maintain high student expectations, such as in house interventions, after school tutoring, field trips, and project based learning. Sunset Park Elementary is a closed campus with only one open entrance, which is constantly monitored by school security personnel. In addition, we provide students with a character education, including and anti-bullying drug awareness curriculum. Students are encouraged to reach out to a trusted adult with any problems or concerns.

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

Each year the school submits an alternative to suspension plan. Each teacher has an individual classroom management plan. Parents and students are also provided with the District's Code of Student Conduct. Students and parents are expected to acknowledge that they have reviewed this document, and will adhere to it throughout the school year. Monthly, classroom teachers nominate a Student of the Month to be recognized by administration and their peers for positive behavior. In addition, Cafe Coins, a cafeteria plan was initiated to promote positive behavior at lunch. Through the implementation of the "Do the Right Thing" and "Spot Success" programs, students are also recognized for exhibiting exemplary behaviors.

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

Sunset Park Elementary firmly believes that students must feel secure in their environment in order to be productive and successful. To ensure that the social-emotional needs of all students are being met and the districts Values Matter initiative; the school focuses on positive character education, as well as a zero-tolerance policy for bullying. In addition, the school counselor provides one-on-one and group counseling sessions as needed to address a variety of issues and topics. Peer mediation is a strategy that is often employed in order to have students begin to openly discuss and express issues that may be affecting their educational well-being.

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

N/A

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	
	5	Total
Attendance below 90 percent	6	6
One or more suspensions	1	1
Course failure in ELA or Math	11	11
Level 1 on statewide assessment	35	35

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

Indicator	Grade Level	
	5	Total
Students exhibiting two or more indicators	28	28

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

Sunset Park Elementary will employ the following strategies to improve academic performance of students identified by the early warning system:

Attendance below 90%: Administration will monitor all student attendance and will reward students who have 100% attendance monthly.

Zero suspensions: Administration will enforce that all students/teachers are following their individual classroom management plans to ensure that all students are adhering to the program adequately.

Course failure in ELA or Math: Administration will ensure that all students needing academic intervention will receive assistance during and/or after the school day.

Level 1 on statewide assessment: Administration will ensure that all students needing academic intervention will receive assistance during and/or after the school day.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49451>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Sunset Park Elementary continues to work to secure and allocate materials and fiscal resources from Title I funding, EESAC and PTA funding, and grant applications to provide students with extended learning opportunities, retain qualified personnel who can assist students and staff in accessing media and information resources, and maintain an adequate technology infrastructure. School leaders and staff will continue to utilize policies and procedures for hiring and retaining professional and support services. The Technology plan will continue to be implemented to improve support services and infrastructure, HEAT tickets and inspection documentation will continue to be monitored as well. Students are assisted by school staff to attain information and resources on school programs available to them. Survey results also indicate that all stakeholders are content with the resources and support systems provided to them. School leaders will continue to allocate funds to hire support personnel to implement the intervention program.

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:

Name	Title
Hernandez, Wendy	Principal
Abreu, Maricarmen	Assistant Principal
Zelenak, Kara	Instructional Coach
Perez, Maydelin	Teacher, K-12
Fernandez, Janine	Instructional Coach
Huergo-Jones, Isabel	Teacher, K-12
Sowers, Dina	Teacher, K-12
Slater, Ryan	Teacher, K-12
yiris, arlene	Teacher, K-12
Tojdowski, Jaclyn	Teacher, K-12
luis, milagros	Teacher, K-12
glover, sonja	Teacher, K-12
Cal, Jeanette	Teacher, K-12
Davis, Jennifer	Teacher, K-12
Baquero, Dennis	Teacher, K-12

Duties

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

Tier 1(Leadership Team)

Administrators: Principal, Wendy Hernandez and Assistant Principal, Maricarmen Abreu; who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrators the school’s Leadership Team will include the following members with Principal: provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS, conducts assessments of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Jeanine Fernandez, Math leader, Kara Zelenak, Science leader, and Maydelin Perez, Reading leader. These teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, collaborate with other staff to develop and implement Tier 2 interventions and strategies, and integrate Tier 1 materials/instruction with Tier 2 activities.

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

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

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

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

Student Services Personnel: Beatriz Blaya; Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success. In addition to Tier 1 problem solving, the Leadership Team members will meet every 3 Thursday of the month, to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Assistant Principal, Maricarmen Abreu, the school psychologist, Jennifer Gomez-Morales, and the guidance counselor, Beatriz Blaya; members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST: The Assistant Principal, Maricarmen Abreu, the school psychologist, Jennifer Gomez-Morales, and the guidance counselor, Beatriz Blaya, the Reading leader, Maydelin Perez and the parent volunteer Joanne Monzon; make up the Tier 3 SST Problem Solving Team.

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

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

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:

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

Title III

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

Title VI, Part B – N/A

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized,

separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)- N/A

Violence Prevention Programs- N/A

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Wendy Hernandez	Principal
Sonja Glover	Teacher
Ryan Slater	Teacher
Lydis Berriz	Teacher
Dina Sowers	Teacher
Lissette Acuna	Teacher
Jessenia Christful	Education Support Employee
Gilliam Castaneda	Parent
Rebecca Amster	Parent
Alex Tower	Parent
Victoria Arauz	Parent
Nohra Rojas	Parent
Alfred Billings	Parent
Rhonda Smith	Business/Community
Kara Zelenak	Teacher
Nicholas Arauz	Student
Altagracia Baquero	Education Support Employee
Michelle Fernandez	Teacher
	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

The Sunset Park Elementary SAC formally evaluated the SIP twice last year. The first evaluation occurred as part of the SIP approval process. The second evaluation occurred as part of the Mid-Year Review. Additionally, informal evaluations of the SIP occurred at each SAC meeting as various sections were discussed and analyzed.

Development of this school improvement plan

The Sunset Park Elementary SAC discusses the strengths and opportunities for improvement of the school at each meeting. Part of these discussions involves recommending steps to be taken to address the school's opportunities for improvement. As such, the Sunset Park Elementary School SAC actively assisted with the development of the strategies that will be implemented in this School Improvement Plan. In order to facilitate the implementation of the strategies outlined in this year's SIP, the Sunset Park Elementary SAC will also be involved in the budgetary discussions aimed at improving the school's academic performance.

Preparation of the school's annual budget and plan

The Sunset Park Elementary SAC allocated its annual funds for hourly interventionist for the schools intervention lab and instructional materials for the school.

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

The Sunset Park SAC used the fifty percent of school improvement funds allocated for this school year to hire interventionists and the fifty percent for instructional materials for the school.

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

The Sunset Park Elementary SAC is currently in compliance with Florida Statute 1001.452.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Fernandez, Janine	Instructional Coach
Hernandez, Wendy	Principal
Zelenak, Kara	Teacher, K-12
Abreu, Maricarmen	Assistant Principal
Perez, Maydelin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this school year is to facilitate the use of data to guide daily reading instruction. LLT team members will meet regularly with grade levels to discuss data and appropriately address students according to their individual needs. Teachers will utilize "Ready Florida" to target deficient skills of individual students. I-Ready will be utilized for Tier 2 students to provide remediation that will increase student achievement. The LLT will also support the implementation of the Florida Standards by discussing baseline and interim assessment data, strengths and weakness of individual benchmarks, and strategies used to address these areas. Differentiated Instruction during the Language Arts/Reading and Math blocks will incorporate I Ready math/reading on a regular basis. Appropriate placement of students with Differentiated Instructional groups and implementation of individualized strategies will be monitored by the LLT team.

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

An integral part of effective teaching is the collaboration among peers. Sunset Park Elementary encourages positive working relationships between teachers:

- * Collaborative planning within grade levels and content areas.
- * Sharing of best practices during faculty meetings and grade level meetings.
- * Team building during faculty meetings and teacher planning days.

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

One of the most important factors in student achievement is the effectiveness of the teachers who serve them. In order to recruit and retain highly qualified, certified, effective teachers, Sunset Park Elementary utilizes various strategies:

- Partnership with local universities/colleges to provide supervising teachers for Education Major students.
- Continuous professional development opportunities for teachers to remain up-to-date on current effective teaching practices.
- Provide new teachers with Mentor teachers, which will guide them and provide support, as they reflect on the practice of teaching.

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

Teacher mentoring is an effective method of developing and retaining high quality classroom teachers. Sunset Park Elementary provides mentoring for beginning teachers, as well as teachers who are new to a given grade level or subject area. These activities include:

- Structured guidance, and regular class visitations by mentor teacher.
- Opportunity for beginning teacher to observe mentor teacher's techniques, and modeled best practices.
- Ongoing support and assistance in the improvement of teaching practices and instructional skills.
- Weekly meeting of partner teachers to discuss lessons, lesson plans, improvements to classroom and instructional practices.

Teacher pairings are as important as the mentoring activities. Beginning or new teachers are paired with a colleague that teaches the same grade level, or same subject in a grade level.

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

Sunset Park Elementary encourages teachers to adhere to the District developed pacing guides for all core instructional programs. These pacing guides are aligned to the Florida Standards. Teachers' lesson plans reflect instructional practices that support the new standards and implementation of technology also aligned with the pacing guides.

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 driven instruction is key to identifying students' strengths and weaknesses and developing strategies targeting individual student needs. Teachers target individual student needs through:

- * Differentiated Instruction
- * After school tutoring (Title III)
- * In-house interventions
- * Research based computer programs (iReady, Reflex Math)
- * District mandated RtI program (Wonder Works)

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: 2,280

An after school care program is implemented to provide additional assistance to ELL students struggling to meet standards in Reading and/or Math. These classes provide support to the core academic subjects. Certified teachers work with students based on their instructional levels and individual needs.

Strategy Rationale

Students lacking the basic Reading and/or Math skills struggle to meet the minimum required grade level standard. Providing intervention for ELL students assists them in closing the learning gaps between their performance level and grade level expectations.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Abreu, Maricarmen, mariabreu@dadeschools.net

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

Teachers will use the interim assessment data to target student needs. These scores will be analyzed by administration and the teachers to determine academic growth and effectiveness of strategies.

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

Title I Administration assists Sunset Park Elementary, by providing supplemental funds beyond the State of Florida. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In addition, the Community Involvement Specialist will provide informational meetings with future kindergarten families to explain the kindergarten curriculum, and better prepare students to meet the challenges of kindergarten. The kindergarten students are assessed with FLKRS. Based on the results, teachers are able to identify students' individual needs.

Sunset Park Elementary identifies the need for consistent communication among and across grade levels. Vertical team planning ensures a smooth transition from one grade level to the next. Teachers communicate on the students' strengths and weaknesses, and collaborate on enhancements needed for curriculum in order for students to achieve success on grade level standards.

In addition, as fifth grade students prepare for middle school, Sunset Park Elementary articulates with receiving middle schools to ensure a smooth transition for the students. Field trips to the middle school are prepared to provide students with an orientation and information about middle school programs offered.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** To increase student achievement by improving core instruction in all content areas.
- G2.** Use the Early Warning System indicators to identify at-risk students in order to provide support and intervention that will increase academic achievement.
- G3.** Participate in Project Based Learning in Science Technology Engineering and Math.
- G4.** See PIP

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. To increase student achievement by improving core instruction in all content areas. 1a

G070753

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	82.0
AMO Reading - ED	79.0
AMO Reading - ELL	74.0
AMO Reading - Hispanic	80.0
AMO Reading - SWD	60.0
AMO Reading - White	87.0
ELA/Reading Gains	83.0
ELA/Reading Lowest 25% Gains	85.0
AMO Math - All Students	84.0
AMO Math - ELL	81.0
AMO Math - ED	82.0
AMO Math - Hispanic	84.0
AMO Math - SWD	64.0
AMO Math - White	87.0
Math Gains	54.0
Math Lowest 25% Gains	57.0
FCAT 2.0 Science Proficiency	61.0

Resources Available to Support the Goal 2

- Reflex Math K-5, Mad Minute Drills, McGraw Hill Wonders, Discovery Education, Gizmos, NBC Learn, Field trips, hands on activities, Grade Level/Content Area Common Planning Time, Departmentalization, Data Chats, Extended Foreign Language K-3, Self Contained Gifted 1-5, Leadership Team, Active PTA, Effective EESAC, Parental Involvement, Technology in the Classroom, Content Liaison, Interventions

Targeted Barriers to Achieving the Goal 3

- Students lack the Higher Order Thinking skills and strategies.

Plan to Monitor Progress Toward G1. 8

Ongoing monitoring of incorporation of higher order thinking skills and questioning strategies throughout curriculum planning and instructional delivery.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 10/13/2015 to 6/9/2016

Evidence of Completion

Data Analysis: Chapter and Unit Assessments, Interim Assessments; Administrative attendance at PD; Walkthroughs, Review of meeting minutes

G2. Use the Early Warning System indicators to identify at-risk students in order to provide support and intervention that will increase academic achievement. 1a

G070754

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	7.0
One or More Suspensions	0.0
Students exhibiting two or more EWS indicators (Total)	0.0
Level 1 - All Grades	15.0
Retained Students	21.0
Non-proficient Reading by Grade 03	11.0

Resources Available to Support the Goal 2

- Grade Level/Content Area Common Planning Time, Departmentalization, Data Chats, Extended Foreign Language K-2, Self Contained Gifted 1-5, Leadership Team, Active PTA, Effective EESAC, Parental Involvement, Technology in the Classroom, Content Liason, Interventions

Targeted Barriers to Achieving the Goal 3

- Meeting grade level expectations.

Plan to Monitor Progress Toward G2. 8

Ongoing monitoring of incentive and intervention programs.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Roster of Awarded students, Certificates given, Data Analysis

G3. Participate in Project Based Learning in Science Technology Engineering and Math. 1a

G070755

Targets Supported 1b

Indicator	Annual Target
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FCAT 2.0 Science Proficiency

Resources Available to Support the Goal 2

- Grade Level/Content Area Common Planning Time, Departmentalization, Data Chats, Extended Foreign Language K-2, Self Contained Gifted 1-5, Leadership Team, Active PTA, Effective EESAC, Parental Involvement, Technology in the Classroom, Content Liason, Interventions

Targeted Barriers to Achieving the Goal 3

- Lack of participation in district recommended projects.

Plan to Monitor Progress Toward G3. 8

Ongoing monitoring of student participation in district approved projects.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Student Data, Student projects, Certificate of Recognition

G4. See PIP 1a

G070756

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. To increase student achievement by improving core instruction in all content areas. **1**

 G070753

G1.B2 Students lack the Higher Order Thinking skills and strategies. **2**

 B184394

G1.B2.S1 Increase Rigor and Higher Order Thinking Skills across all content areas. **4**

 S195909

Strategy Rationale

Teachers will infuse higher order thinking skills throughout the curriculum.

Action Step 1 **5**

Provide PD on higher order thinking skills and questioning strategies throughout all content areas.

Person Responsible

Wendy Hernandez

Schedule

On 10/13/2015

Evidence of Completion

Meeting agenda, faculty sign-in sheet

Action Step 2 5

Plan and develop lessons incorporating higher order thinking skills and questioning strategies.

Person Responsible

Wendy Hernandez

Schedule

Weekly, from 10/13/2015 to 6/9/2016

Evidence of Completion

Lesson plans with evidence of higher order thinking skills and questioning strategies.

Action Step 3 5

Follow up and support through grade level collaboration, grade level meetings, and faculty meetings on an as needed basis.

Person Responsible

Wendy Hernandez

Schedule

Biweekly, from 10/13/2015 to 6/9/2016

Evidence of Completion

PLC/Grade Level/Leadership/Faculty Meeting Agendas and Minutes, Walk-throughs

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

Ongoing monitoring of incorporation of higher order thinking skills and questioning strategies throughout curriculum planning and instructional delivery.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 10/13/2015 to 6/9/2016

Evidence of Completion

Data Analysis: Chapter and Unit Assessments, Interim Assessments; Administrative attendance at PD; Walkthroughs, Review of meeting minutes

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

Ongoing monitoring of incorporation of higher order thinking skills and questioning strategies throughout curriculum planning and instructional delivery.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 10/13/2015 to 6/9/2016

Evidence of Completion

Data Analysis: Chapter and Unit Assessments, Interim Assessments; Administrative attendance at PD; Walkthroughs, Review of meeting minutes


G2. Use the Early Warning System indicators to identify at-risk students in order to provide support and intervention that will increase academic achievement. 1

 G070754

G2.B3 Meeting grade level expectations. 2

 B184400

G2.B3.S1 Students demonstrating model behavior will be recognized through the "Do the Right Thing" or "Spot Success" programs. 4

 S195912

Strategy Rationale

Motivate students to improve behavior in order to increase academic success.

Action Step 1 5

Guidance Counselor/Administration will introduce the "Do the Right Thing" program and "Spot Success" in order to promote positive behaviors and teachers will discuss the programs in their classrooms.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 10/13/2015 to 6/9/2016

Evidence of Completion

Faculty Meeting Agenda, Do the Right Thing records

Action Step 2 5

Teachers will identify and nominate students who display model behavior for the positive behavior programs.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 10/13/2015 to 6/9/2016

Evidence of Completion

Roster of Awarded recipients

Action Step 3 5

Support positive student behavior by recognizing them on the morning announcements.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 10/19/2015 to 6/9/2016

Evidence of Completion

Certificates, Rosters of Awarded students

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

Ongoing monitoring of "Do the Right Thing" and "Spot Success" participation.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 10/19/2015 to 6/9/2016

Evidence of Completion

Roster of students awarded, Certificates

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

Ongoing monitoring of "Do the Right Thing" and "Spot Success" participation.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 10/19/2015 to 6/9/2016

Evidence of Completion

Roster of students awarded, Certificates.

G2.B3.S2 Provide positive reinforcement incentives for students with perfect attendance for the month.

4

 S195913

Strategy Rationale

Motivate students in attendance regularly as opposed to targeting students with poor attendance.

Action Step 1 5

Introduce the Attendance Incentive Program to teachers.

Person Responsible

Wendy Hernandez

Schedule

On 9/15/2015

Evidence of Completion

Agenda of faculty meeting

Action Step 2 5

Teachers implement the Attendance Incentive Program in the classroom.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Individual student attendance roster for 100%, Monthly perfect attendance certificates.

Action Step 3 5

Students will receive a certificate and an incentive reward.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Individual student attendance roster, Monthly perfect attendance certificates.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Ongoing monitoring of attendance incentive program through attendance reports.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Monthly Attendance Rosters

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Ongoing monitoring of attendance incentive program through attendance reports.

Person Responsible

Wendy Hernandez


Schedule

Monthly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Monthly Attendance Reports

G2.B3.S3 Retainees will receive research based interventions targeting identified weaknesses. 4

 S195914

Strategy Rationale

Students below grade level require interventions to bridge the gap between grade level expectations.

Action Step 1 5

Introduce intervention and enrichment program for targeted students to the teachers.

Person Responsible

Wendy Hernandez

Schedule

On 9/15/2015

Evidence of Completion

Faculty meeting agenda, List of targeted students, Intervention schedule

Action Step 2 5

Teachers are providing intervention during their scheduled block.

Person Responsible

Wendy Hernandez

Schedule

Daily, from 9/15/2015 to 6/9/2016

Evidence of Completion

Teacher schedules, List of targeted students

Action Step 3 5

Follow-up and support the implementation of the intervention program through ongoing data analysis.

Person Responsible

Wendy Hernandez

Schedule

Quarterly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Data, Schedules

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Monitor the implementation of the intervention program for targeted students.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Student Data

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Monitor the implementation of the intervention program for targeted students.

Person Responsible

Wendy Hernandez


Schedule

Monthly, from 9/15/2015 to 6/9/2016

Evidence of Completion

Student Data

G3. Participate in Project Based Learning in Science Technology Engineering and Math. 1

 G070755

G3.B1 Lack of participation in district recommended projects. 2

 B184401

G3.B1.S1 Students will get more opportunities to incorporate an interdisciplinary approach to education through environmental projects and activities. 4

 S195915

Strategy Rationale

Supplemental projects and activities will enhance student knowledge of grade level curriculum across all content areas.

Action Step 1 5

Introduce the project requirements to the teachers.

Person Responsible

Wendy Hernandez

Schedule

On 10/13/2015

Evidence of Completion

Email, Project handouts, Fairchild Tropical Challenge information

Action Step 2 5

Teachers will encourage student participation in a variety of district approved projects.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Student created projects, Student recognition for participation

Action Step 3 5

Teachers will acknowledge students who participated in any of the district approved projects.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Student created projects, Student recognition for participation

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

Ongoing monitoring of student participation in district approved projects.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Student projects, Certificate of participation

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

Ongoing monitoring of student participation in district approved projects.

Person Responsible

Wendy Hernandez

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Student Projects, Certificate of recognition

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.B2.S1.A1	Provide PD on higher order thinking skills and questioning strategies throughout all content areas.	Hernandez, Wendy	10/13/2015	Meeting agenda, faculty sign-in sheet	10/13/2015 one-time
G2.B3.S1.A1	Guidance Counselor/Administration will introduce the "Do the Right Thing" program and "Spot Success" in order to promote positive behaviors and teachers will discuss the programs in their classrooms.	Hernandez, Wendy	10/13/2015	Faculty Meeting Agenda, Do the Right Thing records	6/9/2016 monthly
G2.B3.S2.A1	Introduce the Attendance Incentive Program to teachers.	Hernandez, Wendy	9/15/2015	Agenda of faculty meeting	9/15/2015 one-time
G2.B3.S3.A1	Introduce intervention and enrichment program for targeted students to the teachers.	Hernandez, Wendy	9/15/2015	Faculty meeting agenda, List of targeted students, Intervention schedule	9/15/2015 one-time
G3.B1.S1.A1	Introduce the project requirements to the teachers.	Hernandez, Wendy	10/13/2015	Email, Project handouts, Fairchild Tropical Challenge information	10/13/2015 one-time
G1.B2.S1.A2	Plan and develop lessons incorporating higher order thinking skills and questioning strategies.	Hernandez, Wendy	10/13/2015	Lesson plans with evidence of higher order thinking skills and questioning strategies.	6/9/2016 weekly
G2.B3.S1.A2	Teachers will identify and nominate students who display model behavior for the positive behavior programs.	Hernandez, Wendy	10/13/2015	Roster of Awarded recipients	6/9/2016 monthly
G2.B3.S2.A2	Teachers implement the Attendance Incentive Program in the classroom.	Hernandez, Wendy	9/15/2015	Individual student attendance roster for 100%, Monthly perfect attendance certificates.	6/9/2016 monthly
G2.B3.S3.A2	Teachers are providing intervention during their scheduled block.	Hernandez, Wendy	9/15/2015	Teacher schedules, List of targeted students	6/9/2016 daily
G3.B1.S1.A2	Teachers will encourage student participation in a variety of district approved projects.	Hernandez, Wendy	9/14/2015	Student created projects, Student recognition for participation	6/9/2016 monthly
G1.B2.S1.A3	Follow up and support through grade level collaboration, grade level meetings, and faculty meetings on an as needed basis.	Hernandez, Wendy	10/13/2015	PLC/Grade Level/Leadership/Faculty Meeting Agendas and Minutes, Walk-throughs	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A3	Support positive student behavior by recognizing them on the morning announcements.	Hernandez, Wendy	10/19/2015	Certificates, Rosters of Awarded students	6/9/2016 monthly
G2.B3.S2.A3	Students will receive a certificate and an incentive reward.	Hernandez, Wendy	9/15/2015	Individual student attendance roster, Monthly perfect attendance certificates.	6/9/2016 monthly
G2.B3.S3.A3	Follow-up and support the implementation of the intervention program through ongoing data analysis.	Hernandez, Wendy	9/15/2015	Data, Schedules	6/9/2016 quarterly
G3.B1.S1.A3	Teachers will acknowledge students who participated in any of the district approved projects.	Hernandez, Wendy	9/14/2015	Student created projects, Student recognition for participation	6/9/2016 monthly
G1.MA1	Ongoing monitoring of incorporation of higher order thinking skills and questioning strategies throughout curriculum planning and instructional delivery.	Hernandez, Wendy	10/13/2015	Data Analysis: Chapter and Unit Assessments, Interim Assessments; Administrative attendance at PD; Walkthroughs, Review of meeting minutes	6/9/2016 monthly
G1.B2.S1.MA1	Ongoing monitoring of incorporation of higher order thinking skills and questioning strategies throughout curriculum planning and instructional delivery.	Hernandez, Wendy	10/13/2015	Data Analysis: Chapter and Unit Assessments, Interim Assessments; Administrative attendance at PD; Walkthroughs, Review of meeting minutes	6/9/2016 monthly
G1.B2.S1.MA1	Ongoing monitoring of incorporation of higher order thinking skills and questioning strategies throughout curriculum planning and instructional delivery.	Hernandez, Wendy	10/13/2015	Data Analysis: Chapter and Unit Assessments, Interim Assessments; Administrative attendance at PD; Walkthroughs, Review of meeting minutes	6/9/2016 monthly
G2.MA1	Ongoing monitoring of incentive and intervention programs.	Hernandez, Wendy	9/15/2015	Roster of Awarded students, Certificates given, Data Analysis	6/9/2016 monthly
G2.B3.S1.MA1	Ongoing monitoring of "Do the Right Thing" and "Spot Success" participation.	Hernandez, Wendy	10/19/2015	Roster of students awarded, Certificates.	6/9/2016 monthly
G2.B3.S1.MA1	Ongoing monitoring of "Do the Right Thing" and "Spot Success" participation.	Hernandez, Wendy	10/19/2015	Roster of students awarded, Certificates	6/9/2016 monthly
G2.B3.S2.MA1	Ongoing monitoring of attendance incentive program through attendance reports.	Hernandez, Wendy	9/15/2015	Monthly Attendance Reports	6/9/2016 monthly
G2.B3.S2.MA1	Ongoing monitoring of attendance incentive program through attendance reports.	Hernandez, Wendy	9/15/2015	Monthly Attendance Rosters	6/9/2016 monthly
G2.B3.S3.MA1	Monitor the implementation of the intervention program for targeted students.	Hernandez, Wendy	9/15/2015	Student Data	6/9/2016 monthly
G2.B3.S3.MA1	Monitor the implementation of the intervention program for targeted students.	Hernandez, Wendy	9/15/2015	Student Data	6/9/2016 monthly
G3.MA1	Ongoing monitoring of student participation in district approved projects.	Hernandez, Wendy	9/14/2015	Student Data, Student projects, Certificate of Recognition	6/9/2016 monthly
G3.B1.S1.MA1	Ongoing monitoring of student participation in district approved projects.	Hernandez, Wendy	9/14/2015	Student Projects, Certificate of recognition	6/9/2016 monthly
G3.B1.S1.MA1	Ongoing monitoring of student participation in district approved projects.	Hernandez, Wendy	9/14/2015	Student projects, Certificate of participation	6/9/2016 monthly

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. To increase student achievement by improving core instruction in all content areas.

G1.B2 Students lack the Higher Order Thinking skills and strategies.

G1.B2.S1 Increase Rigor and Higher Order Thinking Skills across all content areas.

PD Opportunity 1

Provide PD on higher order thinking skills and questioning strategies throughout all content areas.

Facilitator

Content Liaisons: Maydelin Perez-Reading Leader, Kara Zelenak-Science Leader, Jeanine Ferndadez-Math Leader

Participants

All teachers

Schedule

On 10/13/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Provide PD on higher order thinking skills and questioning strategies throughout all content areas.	\$0.00			
2	G1.B2.S1.A2	Plan and develop lessons incorporating higher order thinking skills and questioning strategies.	\$0.00			
3	G1.B2.S1.A3	Follow up and support through grade level collaboration, grade level meetings, and faculty meetings on an as needed basis.	\$0.00			
4	G2.B3.S1.A1	Guidance Counselor/Administration will introduce the "Do the Right Thing" program and "Spot Success" in order to promote positive behaviors and teachers will discuss the programs in their classrooms.	\$0.00			
5	G2.B3.S1.A2	Teachers will identify and nominate students who display model behavior for the positive behavior programs.	\$0.00			
6	G2.B3.S1.A3	Support positive student behavior by recognizing them on the morning announcements.	\$0.00			
7	G2.B3.S2.A1	Introduce the Attendance Incentive Program to teachers.	\$0.00			
8	G2.B3.S2.A2	Teachers implement the Attendance Incentive Program in the classroom.	\$0.00			
9	G2.B3.S2.A3	Students will receive a certificate and an incentive reward.	\$0.00			
10	G2.B3.S3.A1	Introduce intervention and enrichment program for targeted students to the teachers.	\$19,063.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5421 - Sunset Park Elementary School	General Fund		\$12,931.00
			<i>Notes: Hourly paraprofessional for interventions</i>			
			5421 - Sunset Park Elementary School	School Improvement Funds		\$3,132.00
			<i>Notes: Instructional materials</i>			
			5421 - Sunset Park Elementary School	Title III		\$3,000.00
11	G2.B3.S3.A2	Teachers are providing intervention during their scheduled block.				\$0.00
12	G2.B3.S3.A3	Follow-up and support the implementation of the intervention program through ongoing data analysis.				\$0.00
13	G3.B1.S1.A1	Introduce the project requirements to the teachers.				\$0.00

Budget Data

14	G3.B1.S1.A2	Teachers will encourage student participation in a variety of district approved projects.	\$0.00
15	G3.B1.S1.A3	Teachers will acknowledge students who participated in any of the district approved projects.	\$0.00
Total:			\$19,063.00