



## Sunset Palms Elementary School

8650 BOYNTON BEACH BLVD, Boynton Beach, FL 33472

<https://spe.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	17%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*\*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 was approved by the Palm Beach County School Board on 11/16/2016.

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Sunset Palms Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Sunset Palms Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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

Sunset Palms Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### 2. School Environment

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

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 Africans and African Americans
- \*Hispanic Contributions
- \*Women's Contributions
- \*Sacrifices of Veterans
- \*Character Education
- \*Florida History

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

The school opens its doors at 7:25 a.m. so that students may sit outside of classroom doors until 7:45 a.m. The teacher greets students at 7:45 a.m. and allows students to enter the class 15 minutes before the final 8:00 a.m. bell. Safety patrols and staff monitor hallways, student drop off and bus loop. Classroom doors are locked throughout the day and the school has a one point access to enter the building in addition to a video surveillance system. At dismissal, teachers and staff walk students to their dismissal area while supervising and monitoring the school campus. Staff and safety patrols remain at duty post until all students have been dismissed.

All school staff receives training on the school's Crisis Response Plan. Additionally, all school staff implement and utilize the school's SwPBS Universal Guidelines amid Matrix. Furthermore, each grade level team reviews classroom management expectations throughout the school year with students and parents.

Positive classroom behavior is implemented through the use of C.H.A.M.P.S.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

**c. 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.**

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring School-wide Positive Behavior Support (SwPBS). We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Additionally, the school implements its' own bullying program titled "Stop Bullying Now Begins With Me". The SwPBS team meets monthly to discuss programming, review data and concerns. Students are taught the definition of bullying through examples and non-examples and how to report bullying incidents. Posters and the schools' behavior matrix and Universal Guidelines are posted throughout the building as a reference for students and staff.

**d. 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 counselor provides classroom guidance, individual and small group counseling as needed to students (Student Development Plan). In addition, the school counselor conducts character education lessons for all grade levels. A school wide character recognition program is implemented highlighting the character trait of the month. Students are selected by teachers who demonstrate the specific character trait and receive special recognition including having their photo appear on the character education recognition bulletin board and a certificate. A student buddy patrol program will continue to foster relationships and teach students how to become mentors to ensure all students are included in activities.

**3. Early Warning Systems**

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

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

Utilize existing data systems to identify students who have attendance, behavioral or academic concerns.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	7	7	7	5	9	0	0	0	0	0	0	0	42
One or more suspensions	1	2	0	2	0	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	6	21	16	33	17	20	0	0	0	0	0	0	0	113
Level 1 on statewide assessment	0	0	0	15	18	23	0	0	0	0	0	0	0	56

**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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	2	14	9	13	0	0	0	0	0	0	0	41

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

Effective multi-disciplinary teams in place to problem solve and create action plans.  
SAI, iii, tutorials, Wilson, Foundations, small group differentiated instruction, LLI, iReady, and Tenmarks.  
Planned discussions, goal setting for identified students.  
Notification procedures for parents.  
Create evidence-based interventions to close student need gaps related to early warning systems.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

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

No

**1. PIP Link**

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

**2. Description**

Offer a variety of parent night activities such as Curriculum Night, Family Literacy Night, Meet the Teacher, Math & Science Fair Night, Family Book Fair Night, Barnes & Noble Family Night  
ESOL PLC meetings, Autism Speaks, PTA activities and meetings (Project Green School Program).

**2. 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 designates a staff member to serve as its Business Partnership Coordinator. Business partners are invited to attend special school events and donate time, money and resources to help support the school's programs. One business partner is a voting member of the school's SAC. The school's PTA works collaboratively with local businesses within the community to build and maintain relationships.

Curriculum Night is held within the first two weeks of the school year. Information is disseminated through our school newsletter "Turtle Talk" and Edline site. In addition, teachers communicate with parents regularly through email and conferences. The school's administration mandates that all teachers conference with parents prior to the first report card. Ongoing communication is an administrative expectation.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Riddle, Karen	Principal
Marcus, Tami	School Counselor
Levine, Elissa	Teacher, K-12
Cushman, Jennifer	Teacher, K-12
Gamelin, Justin	Assistant Principal
Finnegan, Christina	Teacher, K-12
Wampler, Melissa	Teacher, K-12
Pope, Amy	Teacher, K-12
Mittleman, Allison	Teacher, K-12
Clark, Jessica	Teacher, K-12
Fleming, Jacob	Teacher, K-12
Klein, Danielle	Teacher, K-12

### **b. Duties**

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

The Team will meet monthly to discuss and provide feedback about curriculum, current school policies and assessments. Members are encouraged to bring forward positive solutions to current issues and concerns.

**2. 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.**

Utilize FCIM and district scope and sequence (Blender) to address curriculum and instruction. Marzano protocol is used to monitor and observe instructional practices. Feedback and individual growth plans are implemented as needed. Funding for supplemental programs and resources comes from SIP funds, PTA support and family, community and business partnership donations. Sunset Palms does not receive federal title funds. Administration, PTA, and teachers work together collaboratively to monitor and inventory resources and determine how to apply resources for the highest impact. MTSS/Rtl/SBT team meet weekly to review data.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Karen Riddle	Principal
Tami Marcus	Teacher
Artensie Blake-Wade	Teacher
James Atwell	Education Support Employee
Jacob Fleming	Teacher
Christina Codispoti	Teacher
Shannon McGrath	Parent
Danielle Gilles	Parent
Holly Bromer	Parent
Ira Bromberg	Parent
Lisa Houghton-Luongo	Teacher
Cathy Peterson	Teacher
Frentiale Gatlin	Teacher
Eric Cohn	Parent
Tracy Bianchini	Parent
Darnice Marsh	Parent
Ilaria Gadella	Parent
Kristyna Powell	Parent
Christine Silverman	Parent
Lisa Youngelson	Parent
Holly Sokoloff	Parent
Candice Heyner	Parent

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

The SAC is presented with a data review which aligns to the goals established from the previous year's SIP. Targeted goals and budget items are reviewed with members.

*b. Development of this school improvement plan*

The SAC assists in the preparation of the SIP. It is continuously reviewed throughout the school year, particularly after diagnostic testing to ensure students are meeting proficiency and targeted AMOs. Additionally, the SAC approves budget expenditures for various school programs and services.

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

The principal reviews the school's annual budget and plans with SAC members.

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

SIP funds will be utilized to supplement the school's tutorial program and SBT leader.

Tutorial Program: \$562 (Supplement) + \$140.50 (Benefits) to fund 3 positions  
 SBT Leader: \$562 (Supplement) + \$140.50 (Benefits)

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Riddle, Karen	Principal
Mittleman, Allison	Instructional Media
Levine, Elissa	Teacher, K-12
Cushman, Jennifer	Teacher, K-12
Gamelin, Justin	Assistant Principal
Finnegan, Christina	Teacher, K-12
Wampler, Melissa	Teacher, K-12
Pope, Amy	Teacher, K-12
Clark, Jessica	Teacher, K-12
Fleming, Jacob	Teacher, K-12
Klein, Danielle	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiatives of the LLT this year will be implementing iReady, increasing rigor, ensuring consistency, fidelity, and accuracy of the literacy assessment system, balanced literacy within the Reader's Workshop model, as well as spelling, writing and writing conventions. Additionally, the fidelity of iii groups will be addressed, updated and monitored with concentration on proficiency, learning gains and the Lowest 25%.

**D. Public and Collaborative Teaching**

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

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

Common planning time is scheduled daily based on the master schedule. Weekly Professional Learning Community meetings are held by grade levels after school. Student improvement is monitored and instruction is revised based on collaborative decision making. A teacher from each grade level serves on the various committees at the school.

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

1. Regular meetings of new teachers with Principal and Assistant Principal  
Persons Responsible: Principal and Assistant Principal
2. Partnering new teachers with veteran staff  
Persons Responsible: Principal and Assistant Principal
3. District Job Fairs  
Persons Responsible: Principal
4. Soliciting referrals from current employees  
Persons Responsible: Principal
5. Utilize the Department of Recruitment and Retention to solicit recommendations on hiring and placement procedures.  
Persons Responsible: Principal
6. School utilizes interview questions which include assessing an applicant's understanding of inclusive practices and differentiated instructional and assessment strategies.  
Persons Responsible: Principal

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

All first year and new teachers participate in the Educator Support Program. ESP is the School District of Palm Beach County formal program for support for newly hired educators. Systems of support include a mentor, staff development opportunities, observations, conferences, and written and oral feedback.

Teachers requiring mentoring and additional support are paired together with another teacher based on individual needs. We utilize strategies from the district's Educator Support Program and Professional Development department to provide mentoring and support. The school hosts a new teacher to school orientation program prior to teachers reporting for their first day to familiarize them with the school, policies, and procedures.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

The school utilizes and follows the school district's scope and sequence which is provided through Blender. Instructional materials are provided by the school district which correlate to Florida's standards. Supplementary materials utilized are aligned to Florida's standards.

Common planning time and weekly PLCs are conducted which allows teachers to unpack standards and discuss curriculum that aligns to the standards.

The school ensures all learners needs are met though inclusive practices.

#### **b. Instructional Strategies**

**1. 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.**

Each teacher is required to maintain a current data notebook. The data is utilized to organize strategy groups, iii, and enrichment groups. Reteaching is implemented whole group or small group as needed based on assessment data. Administration conducts data conversations with teachers after diagnostic testing. Teachers conduct data conversations with students after diagnostics and set academic goals. Benchmark assessment cover sheets are utilized to provide feedback in reading, mathematics, science, and social studies. Writing rubrics are used to assess and provide feedback in writing.

The master schedule is designed for a 90 minute reading block. A balanced literacy approach is implemented utilizing whole group, small group and one to one instruction.

**2. 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:** 1,440

Provide an after school tutorial program for students identified as low performing including Lowest 25% from diagnostic testing.

**Strategy Rationale**

Additional academic time is needed for our low performing students including Lowest 25% to make learning gains.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Gamelin, Justin, justin.gamelin@palmbeachschools.org

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

Scores from the winter diagnostic, FSQs, USAs are reviewed through ongoing data conversations.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

School advertises within the local community about kindergarten registration. School hosts an annual Kindergarten Round-up in May 2017, which parents and prospective students are invited to attend. School provides tours to parents and students throughout the school year. School utilizes community members and PTA to circulate information about the school. School maintains a website with important information. School created a marketing video which promotes the school and is included

on school website. All incoming kindergarten students participate in FLKRS.

The School Counselor and grade 5 team leader organizes middle school presentations for grade 5 students and disseminates registration and choice school information. The school communicates and seeks input with feeder middle schools and invites them to participate in transition IEP meetings.

All staff participate in collaborative learning and planning within and across grade levels. Collaboration ensures that effective instructional practices are correlating with increased student achievement and performance.

### **b. College and Career Readiness**

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

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

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

**4. 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.**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. 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:

*No files were uploaded*

#### **2. 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.

### **B. 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.

### **C. Strategic Goals**

## 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.** If teachers deliver effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level by grade 3.

## Strategic Goals Detail

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

**G1.** If teachers deliver effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level by grade 3. 1a

G083774

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	95.0
FSA ELA Achievement	82.0

**Targeted Barriers to Achieving the Goal** 3

- Instructional staff has limited understanding on how to analyze data to identify struggling readers for early intervention

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- District Units of Study
- Blender (School district scope & sequence)
- iReady
- Universal kindergarten screener

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

Administration and teachers will review fsq, unit assessments, cold reads, and iReady data

**Person Responsible**

Karen Riddle

**Schedule**

Monthly, from 10/3/2016 to 5/31/2017

**Evidence of Completion**

data, classroom observations, Feedback from district reading support staff

## 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.** If teachers deliver effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level by grade 3. 1

G083774

**G1.B1** Instructional staff has limited understanding on how to analyze data to Identify struggling readers for early intervention 2

B222488

**G1.B1.S1** Provide teachers with a variety of professional learning opportunities with a focus of meeting the needs of all students. 4

S234765

### Strategy Rationale

If we ensure our instructional staff receives the training and support they need to meet the various needs of our students, then we will see a positive impact on student outcomes.

### Action Step 1 5

Monthly district support personnel at school site to work with teachers.

#### Person Responsible

Karen Riddle

#### Schedule

Monthly, from 9/1/2016 to 5/31/2017

#### Evidence of Completion

School master calendar

### Action Step 2 5

Implementation of school wide Literacy team to support building capacity and rigor across grade levels in reading.

#### Person Responsible

Karen Riddle

#### Schedule

Monthly, from 9/1/2016 to 5/31/2017

#### Evidence of Completion

Agendas

**Action Step 3** 5

Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack the standards and benchmarks.

**Person Responsible**

Karen Riddle

**Schedule**

Weekly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

PLC minutes including standards reviewed, school calendar.

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

Monthly professional development

**Person Responsible**

Justin Gamelin

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

School calendar, student journals, lesson plans, Palm Beach Performance Assessment data, Teacher data notebooks

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

School based leaders will attend and/or collect documentation.

**Person Responsible**

Justin Gamelin

**Schedule**

Weekly, from 8/29/2016 to 5/23/2017

**Evidence of Completion**

Classroom walk through and other observations.

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

Participation in district professional development

**Person Responsible**

Karen Riddle

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

Student journals, staff sign-in sheets, Teacher data notebooks

**G1.B1.S2** Provide students with a variety of learning opportunities to meet their individual needs. 4

S234766

### Strategy Rationale

If we meet the needs of individual students, then proficiency will increase.

### Action Step 1 5

Analyze data to identify the needs of Low achieving students (Data: diagnostic data, iReady data, classroom assessments, FSA data and teacher observation)

#### Person Responsible

Justin Gamelin

#### Schedule

Weekly, from 1/12/2017 to 4/6/2017

#### Evidence of Completion

EDW reports, teacher data notebooks checks, lesson plans, benchmark assessment checklists

### Action Step 2 5

Provide targeted students with opportunities to participate in tutorial program.

#### Person Responsible

Justin Gamelin

#### Schedule

Weekly, from 1/12/2017 to 4/6/2017

#### Evidence of Completion

Teacher attendance reports.

**Action Step 3** 5

Implement iii (Immediate Intensive Intervention) with fidelity in grades K-3 for identified students.

**Person Responsible**

Elissa Levine

**Schedule**

Daily, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Monitor teacher iii folders.

**Action Step 4** 5

Identify and provide students with LLI (Leveled Literacy Intervention) to address all areas of reading.

**Person Responsible**

Elissa Levine

**Schedule**

Daily, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Teacher discussions and monitoring LLI groups.

**Action Step 5** 5

Identify and provide K-2 students with Foundations to specifically address phonics deficits.

**Person Responsible**

Elissa Levine

**Schedule**

Daily, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Teacher discussions and monitoring LLI groups.

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

Meet with teams to discuss current levels and progress.

**Person Responsible**

Elissa Levine

**Schedule**

Every 6 Weeks, from 8/22/2016 to 5/31/2017

***Evidence of Completion***

Current levels of performance.

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

Review the progress of students through multiple data sources.

**Person Responsible**

Karen Riddle

**Schedule**

Quarterly, from 9/30/2016 to 6/2/2017

***Evidence of Completion***

iReady data and current RRR levels.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S2.A1 A302361	Analyze data to identify the needs of Low achieving students (Data: diagnostic data, iReady data,...)	Gamelin, Justin	1/12/2017	EDW reports, teacher data notebooks checks, lesson plans, benchmark assessment checklists	4/6/2017 weekly
G1.B1.S2.A2 A302362	Provide targeted students with opportunities to participate in tutorial program.	Gamelin, Justin	1/12/2017	Teacher attendance reports.	4/6/2017 weekly
G1.B1.S1.MA3 M306970	School based leaders will attend and/or collect documentation.	Gamelin, Justin	8/29/2016	Classroom walk through and other observations.	5/23/2017 weekly
G1.MA1 M306979	Administration and teachers will review fsq, unit assessments, cold reads, and iReady data	Riddle, Karen	10/3/2016	data, classroom observations, Feedback from district reading support staff	5/31/2017 monthly
G1.B1.S1.MA1 M306968	Participation in district professional development	Riddle, Karen	9/1/2016	Student journals, staff sign-in sheets, Teacher data notebooks	5/31/2017 monthly
G1.B1.S1.A1 A302358	Monthly district support personnel at school site to work with teachers.	Riddle, Karen	9/1/2016	School master calendar	5/31/2017 monthly
G1.B1.S1.A2 A302359	Implementation of school wide Literacy team to support building capacity and rigor across grade...	Riddle, Karen	9/1/2016	Agendas	5/31/2017 monthly
G1.B1.S1.A3 A302360	Provide collaboration and common planning time within and across grade levels to ensure teachers...	Riddle, Karen	9/1/2016	PLC minutes including standards reviewed, school calendar.	5/31/2017 weekly
G1.B1.S2.MA1 M306972	Meet with teams to discuss current levels and progress.	Levine, Elissa	8/22/2016	Current levels of performance.	5/31/2017 every-6-weeks
G1.B1.S2.A3 A302363	Implement iii (Immediate Intensive Intervention) with fidelity in grades K-3 for identified...	Levine, Elissa	8/22/2016	Monitor teacher iii folders.	5/31/2017 daily
G1.B1.S2.A4 A302364	Identify and provide students with LLI (Leveled Literacy Intervention) to address all areas of...	Levine, Elissa	8/22/2016	Teacher discussions and monitoring LLI groups.	5/31/2017 daily
G1.B1.S2.A5 A302365	Identify and provide K-2 students with Foundations to specifically address phonics deficits.	Levine, Elissa	8/22/2016	Teacher discussions and monitoring LLI groups.	5/31/2017 daily
G1.B1.S1.MA1 M306969	Monthly professional development	Gamelin, Justin	9/1/2016	School calendar, student journals, lesson plans, Palm Beach Performance Assessment data, Teacher data notebooks	6/2/2017 monthly
G1.B1.S2.MA1 M306971	Review the progress of students through multiple data sources.	Riddle, Karen	9/30/2016	iReady data and current RRR levels.	6/2/2017 quarterly

## V. Professional Development Opportunities

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

**G1.** If teachers deliver effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level by grade 3.

**G1.B1** Instructional staff has limited understanding on how to analyze data to identify struggling readers for early intervention

**G1.B1.S1** Provide teachers with a variety of professional learning opportunities with a focus of meeting the needs of all students.

### **PD Opportunity 1**

Monthly district support personnel at school site to work with teachers.

#### **Facilitator**

Lauren Stone and Tammy Johnson

#### **Participants**

Administration and teachers

#### **Schedule**

Monthly, from 9/1/2016 to 5/31/2017

### **PD Opportunity 2**

Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack the standards and benchmarks.

#### **Facilitator**

Team Leader

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 9/1/2016 to 5/31/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Monthly district support personnel at school site to work with teachers.				\$0.00
2	G1.B1.S1.A2	Implementation of school wide Literacy team to support building capacity and rigor across grade levels in reading.				\$0.00
3	G1.B1.S1.A3	Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack the standards and benchmarks.				\$0.00
4	G1.B1.S2.A1	Analyze data to identify the needs of Low achieving students (Data: diagnostic data, iReady data, classroom assessments, FSA data and teacher observation)				\$702.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0281 - Sunset Palms Elementary School	School Improvement Funds		\$702.50
<i>Notes: SBT Leader supplement</i>						
5	G1.B1.S2.A2	Provide targeted students with opportunities to participate in tutorial program.				\$2,107.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0281 - Sunset Palms Elementary School	School Improvement Funds		\$2,107.50
<i>Notes: Reading Tutorial program supplements</i>						
6	G1.B1.S2.A3	Implement iii (Immediate Intensive Intervention) with fidelity in grades K-3 for identified students.				\$0.00
7	G1.B1.S2.A4	Identify and provide students with LLI (Leveled Literacy Intervention) to address all areas of reading.				\$0.00
8	G1.B1.S2.A5	Identify and provide K-2 students with Foundations to specifically address phonics deficits.				\$0.00
					<b>Total:</b>	<b>\$2,810.00</b>