

Coral Sunset Elementary School

22400 HAMMOCK ST, Boca Raton, FL 33428

<https://cses.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p>Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>75%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>56%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Coral Sunset Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Coral Sunset Elementary embodies a Single School Culture with appreciation for multicultural diversity in academics, behavior and climate. With regard to Academics, the teachers will participate in weekly learning team meetings in which they will review and analyze student data for strengths and weaknesses to drive instruction, monitor student work for rigor and relevance, identify academic targets, align curriculum and standards and share strategies for corrective instruction. The students will take ownership of their learning by identifying learning goals, analyze their data and set goals and plans for learning.

The Single School Culture for Behavior centers around our Universal Guidelines for Success. There is a Positive Behavior Support (SwPBS) team that meets monthly to plan activities and review behavior data. Activities are planned for students who meet the guidelines and classroom teachers are provided with special tickets to reward students in their classrooms. These tickets are then entered into weekly drawing for prizes. Be A STAR and matrix posters are mounted throughout campus at strategic locations for both student and staff reference. Parents receive information about the SwPBS program through flyers, meetings and school events. The staff has devised a set of expectations for student behavior in classrooms, hallways, cafeteria etc.

The Single School Culture for Climate is addressed through the actions of the administration and leadership of the school. The Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.i. parents, students, teachers, school counselors, etc.) in assess the current state of the cultural awareness and student-teacher relationships. This will include brainstorming with faculty members in reference to methods to increase positive interactions and clarify guiding principles for interpersonal interactions between students and between the teacher and students. The guidance counselor will work with students and families to ensure that each student's needs are met. Research based strategies for cultural awareness will be utilized to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.

Our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- * History of Holocaust
- * History of African and African Americans

- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans
- * Declaration of Independence
- * US Constitution
- * Federalists Papers (3rd and 5th)
- * Flag Education
- * Elements of Civil Government
- * History of the United States (2nd-5th)
- * Principles of Agriculture (3rd & 4th)
- * History of the State (4th)
- * Conservation of Resources
- * Human Growth and Development
- * Injury Prevention and Safety
- * Free Enterprise, US Economy
- * Character Development with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

*Coral Sunset enriches the curriculum by interweaving these subjects when applicable into the curriculum studies.

*There is a dedicated section in the Media Center so that the students have easy access to materials pertaining to these subjects.

*In the Art room, print reproductions and museum websites are used to highlight various artists who have made contributions to the Arts throughout history. African-American: ex. Jacob Lawrence, John Biggers, Hispanic Culture: ex. Diego Rivera/Frida Kahlo. Romero Britto, Pablo Picasso, Women: Georgia O'Keeffe, Mary Cassatt, Faith Ringhold, American Art: Andy Warhol, Jasper Johns, Grant Wood

*During Social Studies, the students do projects that are displayed in the Media Center and around campus. Our 4th grade students are participating in the "My Classroom Economy" program.

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

Coral Sunset creates a safe and respected environment by:

* Teachers and staff receive professional development on using multiple learning strategies, developing social skills and self management and advocacy skills for their students. Our Aftercare staff also receives training. Administration, teachers and staff are available to students before and after school hours. The guidance counselor uses data and input from parent meetings to develop small focused counseling groups.

Student involvement in the academic processes is key.

* The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

- * Students learn to articulate the academic targets, analyze their own data, derive feedback, and

develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

* The Guidance Counselor refers students/parents to community resources as needed. Services are provided both at home and on campus depending upon the needs of the student and family. Groups are also formed based on individual and grade level needs (i.e. Third Grade Retention group).

* All instructional and non-instructional staff (office, cafeteria, after-school) practice the Positive Behavioral System. There are a minimum of two school-wide SwPBS assemblies that articulate, demonstrate and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines. Positive behavior posters are placed around the campus that are motivating, encouraging and remind and reinforce the principles taught during these assemblies.

* Hallways are patrolled by teachers, staff, administration and safety patrols. Teachers and staff positioned at various points on campus during arrival and dismissal. The cafeteria is monitored by adults during breakfast and lunch. Adults across campus clarify expectation for positive interactions.

* A no bullying policy on campus that is strictly adhered to. A box is available for students to report incidents in a non-threatening atmosphere. Students who have concerns are serviced by the school guidance counselor and a plan is put into place to prevent further incidents. Students continue to work with administration and guidance until the situation is resolved.

* The school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. The school uses people 1st language. All students, including SWDs, are given equal considerations for recognition through honors, awards, and other designations offered by the school. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored events.

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.

Coral Sunset uses School-wide Positive Behavior Support to minimize distractions and keep students engaged during instruction. The Coral Sunset Universal Guidelines STAR (S-show respect, T-try your best, A-act responsible and R-ready to learn) and Matrix (expectations throughout the school campus) are taught at the beginning of the year and reviewed as needed throughout the year. Lesson plans for each area of the matrix have been created and shared for use. There is a student assembly at the beginning of the year to introduce and promote the Guidelines and Matrix with the students. A video of non-examples and examples was created for the assemblies. Teachers constantly review the guidelines and expectations. The Universal Guidelines and Matrix are shared with parents and community members at Curriculum Nights and School Advisory Meetings. Additionally, the students receive a "Caught Being Good" ticket for following the school-wide expectations. These tickets are entered into a weekly grade level drawing. Students whose tickets are drawn report to media center on Friday afternoon to "Spin the Wheel." Spin the Wheel prizes may consist of Wii, lunch with a friend, pick a prize etc. Class are awarded coins by faculty and staff members when the whole class is following the guidelines. Five coins earns a free recess. Classroom teachers receive five green and yellow tickets per week which are entered into a drawing for a free dress down day and free recess. Every Wednesday all classroom teachers award lunch in the "Cafe" or lunch in the "Dolphin Diner" to four students.

The PBS team uses a collaborative consultation model and meets monthly to discuss any challenges and provides incentives that encourage students to comply. The team utilizes a problem solving approach that clearly identifies the problem, why the problem is occurring, the needs of the students and develops a plan for intervention. An example of this is the excessive tardies noticed last year. The team has put into place an incentive for students who have been on time for a month (Don't Be Tardy for the Party). This reward will be provided monthly. The PBS team provides trainings for teachers and staff beginning with the back to school faculty meeting and throughout the year.

Coral Sunset utilizes a Corrective Behavior log form to track student incidents every teacher has been provided with these forms.

The PBS team placed and maintains Universal Guideline posters around the school site so that students and teachers have a quick reference to the Guidelines for Success if needed. Parent training is provided twice a year.

A check-in/check-out model is utilized for any student who would benefit from a mentoring program.

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 ensures the social-emotional needs of all students are being met through various means. The teachers conference with parents/guardians to obtain information on their students. The school guidance counselor requests from all classroom teachers the names of students who would benefit from group or individual counseling whether it be low self-esteem, grief, behavioral difficulties, anger management or peer counseling, etc. Students are able to see the counselor as soon as a problem arises. The counselor has an open door policy.

The school guidance counselor provides the students and families with free resources such as the Chrysalis Health Center where students can have access to services right in school or out of school. When it is a benefit to the student, they are provided with a mentor both before and after school through a check in/check out program. This allows the student to see a trusted impartial teacher who ensures the student is on task during the day and completing homework.

The School Based Team (SBT) meets each Thursday to discuss students with social or behavioral needs.

The Coral Sunset aftercare program also provides services through the Big Brother/Big Sister program.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The guidance counselor tracks student tardiness and absenteeism. An incentive program is in place for students who are on time and attend school. Parental contact is made and every effort is utilized to correct the situation creating excessive tardiness and/or attendance below 90%.

The School-wide Positive Behavior Support (PBS) team tracks incidents from minor to major and puts in place preventative measures to avoid suspensions. Students are given mentors and placed on a daily check-in/check-out system. Data is reviewed and analyzed monthly.

Students at risk of failure in English Language Arts (ELA) or mathematics are presented to School Based Team. The parents are notified that this process is taking place and asked for their input. The team discusses the problem the student is having, why is it occurring and what interventions would be indicated based on the data. The intervention plan is evaluated every 6-8 weeks. The interventions are either removed and different ones put in place or continued depending upon the progress of the student. The parents are notified prior to each step in the process and are welcomed to any meeting regarding their child. Interventions include, but are not limited to, LLI, Wilson, Foundations, Reading Mastery, TouchMath and FCRR.

Students in third grade who score Level 1 on the statewide assessments are retained and placed in the Supplemental Academic Instruction (SAI) program. Fourth and fifth grade students who score a

level 1 on the state ELA are placed in iii (an additional 30 minutes of daily reading instruction). In all other grades reading is tracked and substantially below students are placed in iii. All reading progress is monitored for success.

Math is monitored and students scoring in the lowest 25% or a level 1 on the state test are placed on iReady Math daily. In addition, students that do not require Intensive Reading Instruction are provided Intensive Math Instruction during the allotted iii time frame.

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	31	18	23	23	14	19	0	0	0	0	0	0	0	128
One or more suspensions	2	1	4	3	2	3	0	0	0	0	0	0	0	15
Course failure in ELA or Math	40	49	63	67	45	56	0	0	0	0	0	0	0	320
Level 1 on statewide assessment	0	0	0	51	41	45	0	0	0	0	0	0	0	137

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	16	5	11	51	33	41	0	0	0	0	0	0	0	157

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

After students have been identified by the early warning systems the following intervention strategies are employed to achieve academic success.

- * Multi-Modality Strategies
- * After-school Tutorial (math, reading and writing)
- * Supplemental Academic Instruction (SAI)
- * Reading Mastery
- * Foundations
- * Leveled Literacy Interventions
- * TouchMath
- * iii (extra 30 minutes of reading)
- * Referral to SBT *
- * iStation Reading
- * Planned Discussions, Goal Setting for identified students
- * Create evidence-based interventions to close student need gaps related to early warning system
- * Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap
- * Parent meeting with guidance counselors and administration to determine root causes of tardiness, absences and behavior requiring administrative discipline.
- * Intervention strategies to mitigate absences and tardies.
- *Positive behavior supports, such as check-in/check-out to mitigate behavioral issues.

*A School Based Team (SBT) meets weekly to track the progress of at-risk students. The team is comprised of administration, guidance, ESE Contact, ESOL Contact, Speech and Language

pathologists, school psychologist, teachers and parents when applicable. All parties have equal input and the students challenges are reviewed from all potential aspects. .

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/453224>.

2. Description

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

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.

During Curriculum Night parents receive curriculum information, Edline information, school website information and school app information. Facilitators are available for translation needs. Teachers are expected to make positive contact with parents each trimester. Teachers will participate in professional development to learn how to build positive relationships with parents and students. A parent link provides parents with a personal call from administration to advise of upcoming event and important school information.

The School Advisory Council is hosting a monthly academic award ceremony held prior to the evening meetings. Parents are invited to celebrate the achievements of their students along side of administration and staff. There is also a monthly student of the month award ceremony that is held during the school day. Parents are also invited to attend. Evening academic events are also offered to allow the community/parents to participate in academic functions that will increase student achievement. The ESOL department will host two Parent Learning Communities (PLC's)/"Parent Universities" to assist with strategies they could use at home to help with homework and standardized testing. The trainings will be videoed and posted on Edline for families that are unable to attend.

Two FSA nights will be offered to parents to assist with test preparation. It will cover reducing anxiety, technology available to enhance student success, pretest routines that help ensure readiness. An additional meeting will be held for the parents whose students fall in the lowest 25%.

Coral Sunset's business partners are invited to all school events. The partners provide additional academic support, incentives for student achievement and additional resources to support school-wide events.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Garcia, Danielle	Principal
Pierre-Louis, Jeannie	Assistant Principal
Hannan, Sue	Teacher, K-12
Farenga, Shari	Administrative Support
Girolmetti, Teresa	Instructional Coach
Garcia, Evelyn	Administrative Support
Robertson, Cynthia	Other
DiPasquale, Melissa	Administrative Support
Lubowicki, Ardine	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.

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

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

ESOL Coordinator: Provides information about core instruction, participates in student data collection, delivers supplemental and intensive instruction, collaborates with other staff to implement interventions, and integrates core materials/instruction with supplemental and intensive activities.

PLC Facilitator: Provides guidance on K-5 reading and math plan; facilitates and supports data collection activities; assists in data analysis; provides technical assistance to teachers regarding data based instructional planning; supports the implementation of core, supplemental and intensive intervention plans. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Instructional Coach: Participates in student data collection and analyzing of data, integration of core instructional strategies into supplemental and intensive support, and collaborates with general education teachers. Provides small group instruction to grades 3-5, utilizing math intervention materials provided by the district and multi-modal strategies.

Supplemental Academic Instructor (SAI Teacher): Participates in student data collection and

analyzing of data, integration of core instructional strategies into supplemental and intensive support, and collaborates with general education teachers. Provides small group instruction to grades 2-5, utilizing Level Literacy Intervention (LLI) materials provided by the district.

Exceptional Student Education Teacher: Participates in student data collection and analyzing of data, integration of multi-modality strategies into the core, supplemental and intensive curriculum, collaborates with general education teachers.

Aftercare Program Director: Provides ongoing opportunities for enrichment and remediation through programs such as STEM, homework help and open labs.

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.

The School Leadership Team meets bi-monthly.

Personnel is recruited and developed to support the needs of our student population. Teachers are inventoried to determine the best sources available to address any deficiencies present in the student population. Instructional and curricular materials are purchased based on these needs. Data is continuously analyzed to determine the effectiveness of the programs. Multi-grade level observational walk-throughs have been implemented to facilitate cross grade level continuity. Grants are applied for by various staff members for grade or school wide needs. Local businesses are recruited and financial support is requested whenever possible.

The School-Based Leadership Team meets regularly to review screening, diagnostic, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that an effective Core Instruction is in place, the team identifies students who are not meeting specific academic targets. The identified students will be referred to the school-based Multi-Tiered System Support Team.

The Multi-Tiered System Support Team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). A Response to Intervention plan will be developed using (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies and a measurable goal is established. As a team it is established who will support the supplement and intensive intervention of the student. The team ensures the necessary resources are available and the intervention is implemented with fidelity. A Progress Monitoring Log is kept by the interventionist. (PBSD Form 2318). Each case is assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

Through the Problem Solving process the student is either re-mediated or the process is recycled in order to achieve the best outcome. When a student is identified as needing additional support by team, the team meets with a family representative to explain the student’s progress using data and develops a plan for improvement. This process is strongly supported by both IDEA and NCLB. Both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

We strive to infuse all three elements to reaching optimal results for the well-being and of the whole child. We also have Portuguese and Spanish Language facilitators for ELL support, Part C Migrant: District standardized curriculum provides consistency to transitory students. Students are provided free and reduce lunch. Boca Helping Hands is a non-profit organize that provides backpacks stuffed with food to students weekly. Title 1 Part D- the District receives funds to provide support services. These services are coordinated with the District Dropout prevention programs.

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Danielle Garcia	Principal
Sue Hannan	Teacher
Teresa Girolmetti	Teacher
Belony Belizaire	Parent
Jacqueline VanDyke	Parent
Danielle Basilone	Business/Community
Milenka Vietro	Parent
Michael J Vietro	Parent
Mario Basilone	Business/Community
Helen Alves De Souza	Parent
Francisco Mesa	Parent
Ivon Martinez	Parent
Kimberly Martin	Teacher
Lori Vitagliano	Parent
Pablo Aleman	Parent
Nicole Smith	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Data from FSA results, Reading Running Records, Third Grade retentions, Performance Matters and diagnostics were reviewed and compared to the goals of last year's school improvement plan. Third grade had a slight increase in proficiency in both reading and math. Fourth grade remained the same in proficiency data but did not demonstrate gains in either reading or math. Fifth grade scores dropped in proficiency in reading, math and science and they failed to make gains. The plan provided numerous opportunities for parents to partner with the school, however, there was a disconnect between the roles of the school, parent and child in the educational process. Additionally, more opportunities to increase rigor, differentiate instruction and work in small group will need to be incorporated in order to increase learning opportunities and improve overall proficiency.

b. Development of this school improvement plan

The SAC chair(s) complete the school improvement plan based on the data provided from the 2016 Science FCAT, EDW data, Performance Matters data, I-Station data, School Effectiveness Questionnaire, and state and county lowest quartile results. A focus group completed the BPIE assessment and this plan will include indicators for best practices for inclusion students. Teachers filled out a google form pertaining to the barriers students face for success. A draft of the plan is e-mailed to SAC and staff along with a google form for suggestions/changes. Any changes are discussed and updated as needed. The SAC reviews and approves the plan prior to submission.

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

The school principal prepares the annual budget with the district leadership team and presents it to the staff.

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

School Improvement funds were utilized to provide instructional materials and tutorial instruction to students in grades 3-5. Additional funds were provided to support classroom instruction for all students. The itemized budgetary expenses are listed below:

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
Garcia, Danielle	Principal
Pierre-Louis, Jeannie	Assistant Principal
May, Sherry	Teacher, K-12
Farenga, Shari	Teacher, K-12
Hannan, Sue	Teacher, K-12
DiPasquale, Melissa	Administrative Support
Cutolo, Lynda	Teacher, K-12
Salamon, Jacqueline	Teacher, K-12
Gil, Cynthia	School Counselor
Wexler, Jennifer	Teacher, K-12
Conklin, Sharon	Teacher, K-12

b. Duties

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

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

~Provide tiered professional development to teachers for the K-5 Literacy Assessment System.

~Analyze reading data.

~Encourage participation in Reading Counts and iReady

~Promote the school library and public library membership.

~The increase of independent reading.

~Plan events that encourage student literacy such as the Vocabulary Parade, Literacy Night, Barnes and Noble Night.

~Scholastic Summer Reading Challenge

~Members of the Literacy Team help with Kindergarten RRR assessment before the beginning of the school year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

To encourage a positive working relationship for teachers, teachers are provided with a 90 minute PLC once every other week and common planning times for all grade levels and teams to meet. Staff is surveyed for specific concerns. Evaluations are done to determine staff needs and additional trainings are provided on campus and off. All committees are open to all staff members. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators. The staff has a Hospitality Committee to promote positive staff relationships and is open to ALL staff

members. Incentives are provided to the staff to promote a positive work environment and encourage highly effective education.

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

The school's strategy for recruitment involves utilizing the Department of Recruitment and Retention to provide advice on all hiring and placement procedures as well as maintaining regular contact with the designated recruiter to improve talent acquisition effectiveness. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

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

In addition, new teachers are supported through the Educator Support Program. New teachers are mentored by teachers who are Clinic Educators and are also given a buddy teacher. The teams assist new teachers with planning and help with any classroom challenges. The PDD team provides new staff with training opportunities. Mentor teachers offer assistance with whole group and small guided reading group modeling and support. Staff is surveyed to determine needs.

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

BTAP

First year and second year teachers are paired with veteran teachers on the same grade level. Expert staff is invited to meeting to inform teachers of expectations, routines and introductions to school based policies (ESE, Guidance, SBT)

Planned mentoring activities include:

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

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

The school ensures its core instructional programs and materials are aligned to the Florida standards

by providing the teachers many opportunities to work together to discuss the instructional programs (Units of Study), unpack the standards and plan which materials are best aligned to meet the needs of our students. PLC's are provided for each grade level every 6 days for 90 minutes. Lesson plans are reviewed to ensure alignment with district scope and sequencing and the Florida Standards. Walk-throughs are conducted periodically and feedback is given. The Essential Science and Math Lab are aligned to core instruction through the use of multi-modality materials aligned to the Florida Standards.

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Coral Sunset uses data to drive the instruction the students receive. A balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs is implemented during an uninterrupted 90 minute reading block. Small group instruction is utilized during the math block. Triple i instruction is provided based on student needs in reading and 5th grade math. Also in fifth grade, data is analyzed and students scoring a level 5 are offered a sixth grade virtual math program. Resources are provided to support instruction (extensive classroom libraries, texts to support reading and writing units of study (including reading and writing mentor texts, big books, leveled books for small group instruction), complex texts, word study materials, etc. Teachers analyze data from EDW, Performance Matters, i Ready Math and Reading, iStation Reading, and RRR during PLCs. Progress is monitored by grade level, class and individual students. Students with Disabilities (SWD) are provide specially designed instruction per student's IEP needs. Students are receiving push-in/pull out services for ESE/ELL. SAI provides LLI (Leveled Literacy Intervention) instruction to the lower 25% in third grade. Data drives the Professional Development the staff receives when a need is seen it is addressed through PD. Data is examined and used for remediation and enrichment in our tutorial programs. Data is also used for after-school programs such as Academic Games, Reader's Theatre, and other clubs.

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: 3,000

Participation in Academic Games

Strategy Rationale

Enrichment activities contribute to a well rounded education.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garcia, Danielle, danielle.garcia@palmbeachschools.org

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

Schools and individual students are ranked by competition

Strategy: After School Program

Minutes added to school year: 8,640

Homework Help

Strategy Rationale

Students will receive extended support for skills taught during the day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Garcia, Evelyn, evelyn.garcia@palmbeachschools.org

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

Data collection, classroom performance

Strategy: Extended School Day

Minutes added to school year: 5,040

Explore Literacy which supports fluency and comprehension Grades-- 1-2

Strategy Rationale

Enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garcia, Evelyn, evelyn.garcia@palmbeachschools.org

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

Teacher observation

Strategy: Extended School Day

Minutes added to school year: 5,040

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

Strategy Rationale

Enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garcia, Evelyn, evelyn.garcia@palmbeachschools.org

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

Teacher Observation and student projects

Strategy: Extended School Day

Minutes added to school year: 945

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

Strategy Rationale

Enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Robertson, Cynthia, cynthia.robertson@palmbeachschools.org

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

Teacher Observation, Student performance, RRR

Strategy: Extended School Day

Minutes added to school year: 1,808

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

Strategy Rationale

Instruction in core academic subjects

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Coral Sunset offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in

the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Coral Sunset, we engage in the following transition activities:

1. Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Department of Early Childhood Education).
2. Scheduling of a talk/meeting with preschool children's families.
3. Holding an open house for families of incoming Kindergarten children
4. Each year in May, Coral Sunset holds a Kindergarten Round-Up so that incoming kindergartners and their parents are able to meet the teachers, see the campus, and get the necessary paperwork for registration. Parents also receive helpful information about what is expected academically from their child as well as tips about helping to ensure their child is kindergarten ready upon entry on day 1.
5. Kindergarten teachers along with members of the Literacy Team meet before school starts to administer Palm Beach County Literacy Assessment System in incoming Kindergarten students.
6. Kindergarten students have staggered start schedules during the first week of school.
7. Classroom visitations are allowed for transitional students and their parents.
8. Plans for preschool children to practice kindergarten routines, such as carrying lunch tray and following school-wide expectations in hallways.
9. Scheduling opportunities or having conversations with children about what kindergarten will be like.
10. In preparation for the transition to middle school the fifth grade students visit Logger's Run Middle School. Middle schools with magnet programs attend a Middle School Night to supply the students with choices.
11. Fifth grade classes are departmentalized in preparation for the structure in middle school.

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.

N/A

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

N/A

3. 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

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

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

G094944

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	79.0
FSA ELA Achievement - Grade 3	58.0
Literacy Rate - Kindergarten	65.0
Literacy Rate - Grade 1	65.0
Literacy Rate - Grade 2	65.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge with designing and planning personalizing learning for students who are performing below level

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fall and Spring Tutorial
- Ben Carson Reading Room
- Computer Lab and Carts
- After school program
- PTA
- Business Partners

Plan to Monitor Progress Toward G1. 8

Data will be collected for a random sampling of students.

Person Responsible

Jeannie Pierre-Louis

Schedule

Monthly, from 11/6/2017 to 3/30/2018

Evidence of Completion

Data will consist of results from FSA and FSQ assessments, I-Ready and RRR data will be collected.

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

G094944

G1.B2 We have a challenge with designing and planning personalizing learning for students who are performing below level 2

B255457

G1.B2.S1 Provide students with a variety of learning opportunities designed to meet their needs. 4

S269970

Strategy Rationale

Students who access information in a variety of methods tend to learn more efficiently, stay highly engaged and retain information. Digital learning provides highly personalized learning opportunities for all learners. Students who are provided instructional programming personalized to the individual strengths, needs, interests, and aspirations of each learner will perform higher.

Action Step 1 5

Students will utilize available technology to increase learning capacity

Person Responsible

Danielle Garcia

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Usage Data

Action Step 2 5

Teachers will utilize data driven small group instruction to increase reading proficiency

Person Responsible

Melissa DiPasquale

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

PLC Planning note, Guided reading lesson plans, iii monitoring sheets

Action Step 3 5

Students will participate in tutorials based on current data.

Person Responsible

Melissa DiPasquale

Schedule

Weekly, from 11/6/2017 to 3/30/2018

Evidence of Completion

Tutorial sign-in sheets, data utilized for student selection and placement.

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

Student usage reports monitored

Person Responsible

Sue Hannan

Schedule

Monthly, from 10/27/2017 to 5/25/2018

Evidence of Completion

Student usage reports will be monitored. Classrooms with low usage will be contacted and support will be given to those teachers to assist with implementation in their classrooms.

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

Guided Reading Plans and iii monitoring logs will be reviewed

Person Responsible

Melissa DiPasquale

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Student work samples, observational data

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

Administration will do random walk throughs to monitor tutorials.

Person Responsible

Danielle Garcia

Schedule

On 5/25/2018

Evidence of Completion

Data collection sheets

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

Student data reviewed

Person Responsible

Sue Hannan

Schedule

Monthly, from 10/27/2017 to 5/25/2018

Evidence of Completion

Student data will be reviewed monthly to determine the success of the remediation and progress made toward assignments.

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

RRR Data and I-Ready Data will be monitored for improvement

Person Responsible

Melissa DiPasquale

Schedule

Monthly, from 11/6/2017 to 5/25/2018

Evidence of Completion

RRR data and I-Ready Data

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

Post assessments will be utilized to monitor tutorial effectiveness.

Person Responsible

Jeannie Pierre-Louis

Schedule

Monthly, from 11/6/2017 to 3/30/2018

Evidence of Completion

Random sampling of post assessments will be taken in each tutorial class.

G1.B2.S2 Provide teachers with opportunities to collaborate and support one another in designing data driven supports for students **4**

 S269971

Strategy Rationale

Bi-weekly PLC's will provide teachers the capacity to design personalized and engaging learning opportunities that are relevant to standards based instruction.

Action Step 1 **5**

Teachers will participate in Bi-weekly PLCs

Person Responsible

Melissa DiPasquale

Schedule

Biweekly, from 8/29/2017 to 5/25/2018

Evidence of Completion

PLC Agendas and Sign-In's, PLC Minutes

Action Step 2 **5**

During PLCs teachers will engage in collaborative discussions centered on using student data to determine appropriate methods of remediation to meet the needs of students

Person Responsible

Melissa DiPasquale

Schedule

Biweekly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Remediation Plans

Action Step 3 5

During PLCs teachers will collaborate and support one another in designing standards based lessons that embed scaffolds to ensure students who are below grade level are supported throughout the lesson.

Person Responsible

Melissa DiPasquale

Schedule

Biweekly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Lesson Plans

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

Administration will monitor PLC's through attendance and reports to leadership teams

Person Responsible

Danielle Garcia

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Anecdotal notes, leadership meeting notes

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

Classroom walk-throughs, Instructional Rounds

Person Responsible

Danielle Garcia

Schedule

Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Anecdotal notes from walkthroughs and instructional rounds to ensure implementation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M385738	Data will be collected for a random sampling of students.	Pierre-Louis, Jeannie	11/6/2017	Data will consist of results from FSA and FSQ assessments, I-Ready and RRR data will be collected.	3/30/2018 monthly
G1.B2.S1.MA6  M385730	Post assessments will be utilized to monitor tutorial effectiveness.	Pierre-Louis, Jeannie	11/6/2017	Random sampling of post assessments will be taken in each tutorial class.	3/30/2018 monthly
G1.B2.S1.A3  A361028	Students will participate in tutorials based on current data.	DiPasquale, Melissa	11/6/2017	Tutorial sign-in sheets, data utilized for student selection and placement.	3/30/2018 weekly
G1.B2.S1.MA1  M385728	Student data reviewed	Hannan, Sue	10/27/2017	Student data will be reviewed monthly to determine the success of the remediation and progress made toward assignments.	5/25/2018 monthly
G1.B2.S1.MA4  M385729	RRR Data and I-Ready Data will be monitored for improvement	DiPasquale, Melissa	11/6/2017	RRR data and I-Ready Data	5/25/2018 monthly
G1.B2.S1.MA1  M385731	Student usage reports monitored	Hannan, Sue	10/27/2017	Student usage reports will be monitored. Classrooms with low usage will be contacted and support will be given to those teachers to assist with implementation in their classrooms.	5/25/2018 monthly
G1.B2.S1.MA3  M385732	Guided Reading Plans and iii monitoring logs will be reviewed	DiPasquale, Melissa	10/2/2017	Student work samples, observational data	5/25/2018 monthly
G1.B2.S1.MA5  M385733	Administration will do random walk throughs to monitor tutorials.	Garcia, Danielle	9/25/2017	Data collection sheets	5/25/2018 one-time
G1.B2.S1.A1  A361026	Students will utilize available technology to increase learning capacity	Garcia, Danielle	9/4/2017	Usage Data	5/25/2018 monthly
G1.B2.S1.A2  A361027	Teachers will utilize data driven small group instruction to increase reading proficiency	DiPasquale, Melissa	9/4/2017	PLC Planning note, Guided reading lesson plans, iii monitoring sheets	5/25/2018 monthly
G1.B2.S2.MA1  M385734	Classroom walk-throughs, Instructional Rounds	Garcia, Danielle	9/25/2017	Anecdotal notes from walkthroughs and instructional rounds to ensure implementation	5/25/2018 monthly
G1.B2.S2.MA1  M385735	Administration will monitor PLC's through attendance and reports to leadership teams	Garcia, Danielle	8/28/2017	Anecdotal notes, leadership meeting notes	5/25/2018 monthly
G1.B2.S2.A1  A361029	Teachers will participate in Bi-weekly PLCs	DiPasquale, Melissa	8/29/2017	PLC Agendas and Sign-In's, PLC Minutes	5/25/2018 biweekly
G1.B2.S2.A2  A361030	During PLCs teachers will engage in collaborative discussions centered on using student data to...	DiPasquale, Melissa	9/25/2017	Remediation Plans	5/25/2018 biweekly
G1.B2.S2.A3  A361031	During PLCs teachers will collaborate and support one another in designing standards based lessons...	DiPasquale, Melissa	9/25/2017	Lesson Plans	5/25/2018 biweekly

V. Professional Development Opportunities

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

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

G1.B2 We have a challenge with designing and planning personalizing learning for students who are performing below level

G1.B2.S2 Provide teachers with opportunities to collaborate and support one another in designing data driven supports for students

PD Opportunity 1

During PLCs teachers will engage in collaborative discussions centered on using student data to determine appropriate methods of remediation to meet the needs of students

Facilitator

Teacher Leaders

Participants

Instructional Staff

Schedule

Biweekly, from 9/25/2017 to 5/25/2018

PD Opportunity 2

During PLCs teachers will collaborate and support one another in designing standards based lessons that embed scaffolds to ensure students who are below grade level are supported throughout the lesson.

Facilitator

Teacher Leaders

Participants

Instructional Staff

Schedule

Biweekly, from 9/25/2017 to 5/25/2018

VI. Technical Assistance Items

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