2013-2014 SCHOOL IMPROVEMENT PLAN

Sunset Elementary School
5120 SW 72ND ST
South Miami, FL 33143
305-661-8527
http://sunset.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	12%

Alternative/ESE Center	Charter School	Minority Rate
No	No	65%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Sunset Elementary School

Principal
Marlene Leyte-Vidal

School Advisory Council chair
Maria D. Teijelo

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Gigi Gilbert	Assistant Principal
Ana Alvarez-Arimon	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1, UTD Steward – 1, Teachers – 5, Alternate Teacher-1, Parents – 6, Alternate Parent-1, Educational Support-1, Alternate Educational Support-1, Student – 1, Alternate Student-1, BCR – 3.

Involvement of the SAC in the development of the SIP

Our School Advisory Council will assist Sunset's SIP writing team with implementing the state system of school improvement and accountability, as well as collaborating in the preparation and evaluation of the school improvement plan, and assisting in the preparation of the school's annual budget. Moreover, EESAC will ensure that all expenditures are in line with School Improvement Plan, such as; assist with the purchase of instructional supplies, library books, and textbooks and the use of hourly personnel for intervention and enrichment.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet monthly (total of 8 meetings) to monitor and realign as needed, the School Improvement Plan through ongoing data analysis. They also respond to administrative and teacher proposals for funds for supplemental instructional resources. The Board makes

recommendations and provides feedback on school initiatives that involve student achievement, facility needs, health and wellness, as well as faculty and staff requests. Finally, the council approves the plan for the distribution of the Florida School Recognition Award.

Projected use of school improvement funds, including the amount allocated to each project

The SAC funds will be used primarily to fund our Student Services including intervention and enrichment in reading and math for students in grades 2-5 as needed based on FCAT 2.0, SAT, and Baseline Interims data in Reading. Math, and Science. Funds we be allocated as follows: $500 will be used for student support services in grades K-5 using CA Ready Common Core Mathematics Series, $700.00 for secondary classroom resources to be used in science STEM lab kits and supplies, and $3,000, for student support services in grades K-5 for intervention and enrichment using hourly personnel, $800.00 for writing that will be used to purchase Melissa Forney resources to enhance the use of descriptive language and rich vocabulary in narrative and/ or expository text that is analytic in nature.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Marlene Leyte-Vidal		
Principal	Years as Administrator: 14	Years at Current School: 5

Credentials

Doctorate - Ed. Leadership
Master of Science – Ed. Leadership
Bachelor of Arts - Elem. Ed.

Performance Record

2013 – School Grade – A
Rdg. Proficiency, 91%
Math Proficiency, 89%
Rdg. Lrg. Gains, 79%
Math Lrg. Gains, 81%
Rdg. Imp. of Lowest 25%
Math Imp. of Lowest 25%
Rdg. AMO – Yes
Math AMO– No
2012 – School Grade – A
Rdg. Proficiency, 91%
Math Proficiency, 89%
Rdg. Lrg. Gains, 83 pts
Math Lrg. Gains, 76 pts
Rdg. Imp. of Lowest 25% - 77 points
Math Imp. of Lowest 25% - 63 points
Rdg. AMO –Yes
Math AMO–Yes
'11 '10 '09
AYP Y Y Y
School Grade A A A
High Standards Rdg.% 97 97 81
High Standards Math % 96 95 95
Lrng Gains-Rdg. 74 81 72
Lrng Gains-Math 82 66 70
Gains-Rdg-25% 84 85 61
Gains-Math-25% 87 73 56

Dr. Gigi Gilbert		
Asst Principal	Years as Administrator: 24	Years at Current School: 4

Credentials	Doctorate - Administration/Supervision Master of Science - Business Education Bachelor of Science - Business Education
Performance Record	2013 – School Grade – A Rdg. Proficiency, 91% Math Proficiency, 89% Rdg. Lrg. Gains, 79% Math Lrg. Gains, 81% Rdg. Imp. of Lowest 25% Math Imp. of Lowest 25% Rdg. AMO – Yes Math AMO– No 2012 – School Grade – A Rdg. Proficiency, 91% Math Proficiency, 89% Rdg. Lrg. Gains, 83 pts Math Lrg. Gains, 76 pts Rdg. Imp. of Lowest 25% - 77 points Math Imp. of Lowest 25% - 63 points Rdg. AMO –Yes Math AMO–Yes '11 '10 '09 AYP Y Y N School Grade A A F High Standards Rdg%. 97 97 36 High Standards Math % 96 95 41 Lrng Gains-Rdg. 74 81 45 Lrng Gains-Math 82 66 72 Gains-Rdg-25% 84 85 44 Gains-Math-25% 87 73 53

Ms. Ana Alvarez-Arimon		
Asst Principal	Years as Administrator: 10	Years at Current School: 2

Credentials	Master of Science Educational Leadership Bachelor of Architecture
Performance Record	2013 – School Grade – A Rdg. Proficiency, 91% Math Proficiency, 89% Rdg. Lrg. Gains, 79% Math Lrg. Gains, 81% Rdg. Imp. of Lowest 25% Math Imp. of Lowest 25% Rdg. AMO – Yes Math AMO– No 2012 – School Grade – B Rdg. Proficiency, 48% Math Proficiency, 48% Rdg. Lrg. Gains, 67 pts Math Lrg. Gains, 56 pts Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –Yes Math AMO–Yes '11 '10 '09 AYP Y Y Y School Grade A A A High Standards Rdg.% 66 70 91 High Standards Math% 72 71 98 Lrng Gains-Rdg. 58 69 80 Lrng Gains-Math 66 64 81 Gains-Rdg-25% 72 51 77 Gains-Math-25% 77 68 100

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials	N/A	
Performance Record	N/A	

Classroom Teachers

# of classroom teachers
84

 # receiving effective rating or higher
84, 100%

 # Highly Qualified Teachers
77%

 # certified in-field
0, 0%

 # ESOL endorsed
55, 65%

 # reading endorsed
1, 1%

 # with advanced degrees
23, 27%

 # National Board Certified
11, 13%

 # first-year teachers
4, 5%

 # with 1-5 years of experience
4, 5%

 # with 6-14 years of experience
33, 39%

 # with 15 or more years of experience
43, 51%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Sunset Elementary has an extensive process to pursue highly qualified applications for interview procedures. In addition, our school goes to great lengths to retain highly qualified and effective staff through the Mentoring and Inductions for New Teachers (MINT) program, grade level and department collaboration. All faculty members are offered numerous in-house PD opportunities. Additionally, the opportunity to participate in external PD opportunities is encouraged and supported by school administrators. Dr. Leyte-Vidal along with Dr. Gigi Gilbert and Ms. Ana Alvarez-Arimon support these strategies with fidelity.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Sunset Elementary offers all faculty members the opportunity to participate in mentoring through Lesson Study style groups and Professional Learning Communities. They may also be paired by areas of expertise or the ability to be supported by a master teacher. Master teachers are available to support classroom modeling, and push-in strategies. Ongoing communication with all faculty members is a vital component in this process.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RtI Leadership Team meets monthly to develop a MTSS/RtI schedule, review data and monitor student progress in order to identify students meeting or exceeding expectations and/or students at moderate to high risk, identifying Tier 1, 2, and 3 students, and to determine professional development needs, appropriate materials and resources.
The team also collaborates regularly to review research-based literature and programs and share best practices. The FCIM is used to guide in the determination of needs and problem solving strategies. The MTSS/RtI team meets to work on all aspects of the program that support the vision and mission of the school and the MTSS/RtI plan. MTSS/RtI is provided in Reading, Math, and Science by MTSS/RtI team members, including select classroom teachers. The MTSS/RtI plan is implemented through small group differentiated instructional practices, providing student support via the intervention and/or enrichment program, and through traditional inclusion settings.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Dr. Marlene Leyte Vidal, Principal: Provides a common vision and plan for the use of data-driven decision-making, identifies the MTSS/RtI team and ensures the team meets the responsibilities of implementing the MTSS/RtI program, monitors and assesses MTSS/RtI staff members, ensures implementation of the program and documents student progress. The principal provides professional development and resources to support the MTSS/RtI program and communicates with parents regarding the MTSS/RtI plan, as well as monitors the fidelity of the delivery of instruction and interventions.
Dr. Gigi Gilbert and Mrs. Ana Alvarez-Arimon, Assistant Principals: Support the principal in all MTSS/RtI program decisions, including identification of the MTSS/RtI team, implementation and monitoring of the program, monitoring of MTSS/RtI staff and student progress, delivery of adequate professional development and resources, and communication with parents regarding plan and student progress.
Instructional Leaders (Reading, Math, Science): Support all aspects of MTSS/RtI program, participate in data analysis for the purpose of identifying Tier 1, Tier 2, and Tier 3 students, monitor student progress, and participate in the student assessment and data collection process.
Ms. Marlem Diaz-Brown, Ms. Christy Hoyo, and Ms. Lisette Ramirez, Instructional Leaders (Reading, Math, Science) provide guidance and leadership in instructional standards, research-based programs, and curriculum, participate in data analysis for the purpose of identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress, facilitate student assessment and data collection process. Additionally, instructional liaisons provide professional development, modeling, and assistance in instructional planning and best practices, provide information regarding resources for MTSS/RtI plan, and support all aspects of MTSS/RtI plan.
Grade Level Chairs, Select General Education Teachers: Participate in curriculum planning for core instruction and MTSS/RtI plan, collaborate with administration and instructional coaches in identifying Tier 1, Tier 2, and Tier 3 students, and participate in the implementation of MTSS/RtI plan.
Mr. Andres Aguero, SPED Teacher: Collaborates with MTSS/RtI team in making data-driven decisions, supports the development and implementation of the MTSS/RtI plan, and works with classroom teachers in all aspects of the inclusion program.
Laura Torres- Ramirez, Speech Language Pathologist: Assists in the selection of screening measures, identifies systemic patterns of student need with respect to language skills.
Ms. Lisa Truby, Social Worker: Provides services to individual students as needed, links community agencies to the school and families to support the child's academic, emotional, behavioral, and social successes.
Ms. Marisol Castellanos and Ms. Ferrer, Counselors and Ms. Ghiana Jimenez, School Psychologist: Assist in the implementation of the MTSS/RtI process, provide PDs, and progress monitor students in the process.
Additional Support:
Ms. Michelle Zawie and Ms. Maria Concepcion, STEM/ Discovery Specialist: Support the MTSS/RtI plan and team by managing the school's technology infrastructure, equipment, and programs, to facilitate implementation of MTSS/RtI plan. The Technology Specialist provides direct assistance to students and teachers with the use of specialized software.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS/RtI Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and the Principal to help develop the School Improvement Plan. The team provides data from various sources including but not limited to the Baseline, Interims, 2013 FCAT 2.0, Wonders Intervention data, Reading Plus and Success Maker reports on Tier 1, 2, and 3 students and their academic needs. The MTSS/RtI team provides information regarding the instructional needs of MTSS/RtI students and assists in the development of a systematic approach that aligns student needs with instructional resources and best teaching practices. The plan is monitored closely through a data management

system that includes data analysis and a dynamic planning system for meeting the academic needs of every student.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Reading:
Baseline Data: District's Baseline Test, Progress Monitoring and Reporting Network (PMRN), Spring 2013 EOY FAIR, FCAT 2.0, SAT-10
Progress Monitoring: Florida Assessment for Instruction in Reading (FAIR), PMRN Reports, Benchmark Interim Testing data through Edusoft reports, formative and summative classroom assessments and theme skills tests, when applicable
Midyear: FAIR, Midyear Interim Tests data through Edusoft reports
End of Year: FAIR, PMRN Reports, FCAT 2.0, SAT-10, Post-Test results
Math:
Baseline Data: District's Baseline Test, Pre-test, FCAT 2.0, SAT-10
Progress Monitoring: Benchmark Interim Testing data through Edusoft reports, and formative and summative classroom concept tests
Midyear: Midyear Interim Tests data through Edusoft reports
End of Year: Post-test, FCAT 2.0, SAT-10
Writing:
Baseline Data: District's Pre-Writing Expository and Narrative Tests
Progress Monitoring: Monthly School Wide Writing Prompts in English and the Foreign Languages
Midyear: District's Mid-Year Expository and Narrative Test Results
End of Year: End of Year Post-Test, and FCAT 2.0
Science:
Baseline: District's Baseline Tests, Pre-test, and previous year's FCAT 2.0 results
Progress Monitoring: Weekly Formative Assessments, Bi-weekly Unit Tests, when applicable, Benchmark Interim Assessment data through Edusift reports
Midyear: Interim Tests data through Edusoft reports
End of Year: Post-test, FCAT 2.0
Behavior:
Baseline: Student Case Management System (SCM), Detentions, Suspensions/Expulsions Reports, Schools Fabulous Phoenix Award
Progress Monitoring: Monthly Office Referrals, Attendance Records and Implementation of Sunset's Global Core Values Character Initiative
Midyear: Monthly SCM Reports and Suspension/Expulsion Reports, Attendacnce records
End of Year: Monthly SCM Reports and EOY Suspension/Expulsion Report, Attendance records

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, to reach a rating of at least 80% MTSS implementation in the school, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation by: systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, the school begins with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided

universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. Within a multi-tiered system, all school-based efforts such as lesson study and continuous school improvement are unified and accelerated by collaborative teaming to result in increased student achievement.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,860

Teachers are encouraged to participate in numerous on-site and off-campus PD opportunities. Teachers also participate in collaborative lesson studies and grade level/department common planning time. Sunset students are offered student support services through pull-out and push-in strategies throughout the school day. Students benefiting from enrichment are encouraged to take part in rigorous and complex skill based academic opportunities. A variety of enrichment courses are also offered through our after school community school.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected and disaggregated to determine student progress. Overall areas of strength and weakness are identified and instruction is modified as necessary. Individual student results are used to identify students in need of additional support and those who will benefit from enrichment opportunities. Students are divided into support groups according to their individual needs.

Who is responsible for monitoring implementation of this strategy?

The school's principal, and assistant principal's are responsible.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Marlene Leyte-Vidal	Principal
Dr. Gigi Gilbert	Assistant Principal
Ms. Ana Alvarez-Arimon	Assisteant Principal

Name	Title
Mrs. Maria D. Teijelo	EESAC Chair
Mrs. Marlem Diaz-Brown	Reading Leader
Mrs. Lilliana Piedra	Classroom Teacher
Mrs. Raquel Perez Portela	Media Specialist
Mrs. Michelle Zawie	STEM Leader

How the school-based LLT functions

Principal: Provides guidance with the implementation of the Comprehensive Research Based Reading Plan (CRRP) that's guided by a systematic and explicit curriculum; provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI: ensures implementation of intervention support programs, ensures adequate professional development to support the implementation of the Core Reading Program and RtI process, and communicates with parents regarding school-based RtI plans and activities. Also, ensures that resources and instructional practices in all three languages support higher order thinking and analysis, contribute to a language rich environment, and increase concept driven instruction and student inquiry across all levels and programs. Additionally, the Principal provides opportunities for teachers to participate in reflective practices/ planning sessions. Encouraging and supporting lesson studies will allow a focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Ensures that the learning environment provides and incorporates print rich materials in English, as well as in the foreign languages of the International Studies Program (German, French, and Spanish). The multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Assistant Principals: Provide support to the principal and analyze data on an ongoing basis to diversify and align curriculum instruction, as necessary; facilitate professional development opportunities and provide support to all instructional staff.

Reading Leader: Provides guidance on the Core Reading Program; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data driven instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education (SPED) Representative: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities and inclusion program.

Subject Area Instructional Leaders (Reading/Math/Science):

Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on research based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with the administration to identify appropriate, evidence-based intervention strategies; assists with school wide assessment programs that provide early intervening services for children considered to be "at risk;" assist in the design and implementation of progress monitoring efforts, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Media Specialist: Assists with the alignment and integration of technology resources and print materials to support and enhance classroom instruction, as well as co-teaches and model literacy lessons for teachers, as needed.

The school-based Literacy Leadership Team will focus meetings around one question: How does the team develop and maintain a systematic approach to implementing and monitoring quality planning, teaching, and assessment practices?

The team meets quarterly to engage in the following activities:
Review students' baseline data and previous year's data and performance to better plan instruction and ongoing formative and summative assessments; establishe systems to link efforts to all instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development opportunities and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, as well as practice new processes and skills. It will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The school-based Literacy Leadership Team meet with the principal and EESAC to help develop the SIP. The team will provide data on Tier 1, Tier 2, and Tier 3 targets and on academic and social/emotional areas that need to be addressed, help set clear expectations for instruction (Rigor, Relevance, Relationship), facilitate the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing) and align processes and procedures.

Major initiatives of the LLT

Sunset Elementary will continue to enhance its global curriculum as it is implemented across all grade levels and departments the goal of preparing all students to be well-educated, productive, and internationally-minded citizens. Teachers and students will continue to focus on four concept-driven, big idea essential questions throughout the school year and across subject areas. These big ideas add rigor to the development of curriculum and the school's instructional practices. There is an emphasis on promoting cultural, environmental, and economic awareness. What it means to be a global citizen is strengthened through a school wide service learning program, student ambassadors, and the schools' Kids4Kindness character development initiative. Sunset Elementary will enhance this component of our curriculum through three main initiatives, as follows:
• Melissa Forney writing resources will be implemented school wide in grades PK-5, and throughout the International Language Programs in an effort to further develop students' writing skills as they address each essential question and further develop their higher order and research skills;
• Sunset Elementary will offer six parent informational sessions to inform our parent community of curriculum trends, international education and student services related topics;
• Sunset Elementary, in conjunction with The University of Miami, will continue to work cohesively in developing a professional development site at our school in which student teachers will be paired up with mentor teachers to enhance curriculum instruction for our students and further develop their instructional skills and abilities. Through this partnership, Sunset Elementary teachers will continue to participate in staff development opportunities related to the school's initiatives and other ongoing professional development requirements.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate reading and writing throughout.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students in PreK are offered a variety of strategies to assist them in the transition process. PreK curriculum is fully aligned to CCS and students are instructed using rigor and relevance. Starting in May, PreK students visit a Kinder class for collaborative activities that will model K standards. In March, students and parents are offered a Kindergarten orientation to assist parents in preparation for the school of choice process and give an overview of the District's Kindergarten curriculum. Throughout the summer, books are chosen to promote discussion for transition into the elementary school level. During the month of August, the new students meet and greet helps students prepare and acclimate for the start of school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	89%	91%	Yes	90%
American Indian		0%		
Asian		0%		
Black/African American	69%	80%	Yes	72%
Hispanic	89%	91%	Yes	90%
White	90%	93%	Yes	91%
English language learners	83%	72%	No	85%
Students with disabilities	43%	47%	Yes	49%
Economically disadvantaged	82%	84%	Yes	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	22%	23%
Students scoring at or above Achievement Level 4	410	69%	69%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0)		87%	88%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	96	72%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	79	59%	63%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	70	52%	57%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	167	84%	86%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	90%	89%	No	91%
American Indian		0%		
Asian		0%		
Black/African American	69%	70%	Yes	72%
Hispanic	91%	90%	No	92%
White	92%	89%	No	93%
English language learners	85%	81%	No	87%
Students with disabilities	52%	65%	Yes	57%
Economically disadvantaged	78%	81%	Yes	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	164	28%	29%
Students scoring at or above Achievement Level 4	359	61%	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	69%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	29%	31%
Students scoring at or above Achievement Level 4	92	45%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	1050	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	14	7%	6%
Students who receive two or more behavior referrals	26	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Sunset Elementary would like to increase the number of parents attending parent engagement functions offered throughout the school year by 5 percentage points. This includes parents whose children are in the lowest 25 percentile and/or are part of a subgroup not meeting their AMO target.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
PTA Meetings		10%	15%
Parent Academy		5%	10%
FCAT Workshops		10%	15%

Goals Summary

G1. On the 2013 FCAT 2.0 Reading, 91% of students at Sunset Elementary scored 3.0 or above. Our goal for the 2014 FCAT 2.0 Reading is to maintain at least 91% of students scoring at 3.0 or above.

G2. The results of the 2013 FCAT 2.0 Writing test indicate that 84% of students at Sunset Elementary scored at Levels 3.5 -6.0. Our goal for the 2014 FCAT 2.0 Writing test is for 86% of students to score at Levels 3.5 - 6.0, an increase of 2 percentage pts.

G3. The results of the FCAT 2.0 Math Test indicate that 89% of our students scored 3.0 or higher. Our goal is to increase the number of students scoring a 3.0 or higher by 2 percentage points to 91%.

G4. The results of the 2013 FCAT 2.0 Science Assessment indicates that 29% of students achieved Level 3 proficiency. Our goal for the 2014 FCAT 2.0 Science Assessment is to increase to 31%, or 2 percentage points of students achieving Level 3 proficiency

G5. Our goal for 2013-2014 is to increase student exposure to STEM related experiences to include 2.0 hours of STEM exposure per week.

G6. Sunset Elementary's goal for 2014 is to maintain the percentage of students retained, and students receiving referrals resulting in outdoor suspension at 0% and to reduce all other Early Warning System target areas by one percentage point .

G7. During the 2012-2013 school year, parent participation in school-wide activities was 84%. Our goal for the 2013-2014 school years is to maintain parent participation at 84%.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 91% of students at Sunset Elementary scored 3.0 or above. Our goal for the 2014 FCAT 2.0 Reading is to maintain at least 91% of students scoring at 3.0 or above.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

Resources Available to Support the Goal
- Faculty and staff, Wonders Reading series, Florida Ready resources, BrainPOP, Success Maker, Curriculum Associates Common Core Resources, extensive Common Core Professional development, implementation of ESOL strategies where applicable, Multicultural Exchange Program, Student Enrichment an Intervention program, participation in enrichment activitie such as Fairchild challenge, Science Fair, and Art competitions

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Reading test indicate that 72% of ELL students at Sunset Elementary scored at Level 3. Our goal for the 2014 FCAT 2.0 Reading is to increase the number of students in this group scoring at Level 3 to 85%, and increase of thirteen percentage points. Students in the ELL group exhibited difficulty with Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text to strengthen arguments to support their answers.

- The results of the FCAT 2.0 Reading test indicate that 22% of students at Sunset Elementary scored at Level 3. Our goal for the 2014 FCAT 2.0 Reading is for 23% of students to score at Level 3, an increase of one percentage point. Students scoring at Level 3 exhibited difficulty with Reporting Category 4: Informational Text/Research Process due to limited exposure to text feature charts and text feature analysis

- The results of the 2013 FCAT 2.0 Reading test indicate that 69 % of students at Sunset Elementary scored at Level 4 - 5. Our goal for the 2014 FCAT 2.0 Reading is to maintain the percentage students scoring at 4 - 5 on the FCAT Reading test at 69%. Students scoring ar Level 4 - 5 exhibited difficulty with Reporting Category 3: Literary Analysis Fiction/Non-Fiction due to limited opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

- The results of the 2013 FCAT 2.0 Reading test indicate that 79% of students at Sunset Elementary made learning gains. Our goal for the 2014 FCAT 2.0 Reading test is to increase the number of students making learning gains by 2 percentage points to 81%. Insufficient number of students making learning gains was partially due to limited emphasis placed on bubble students.

- The results of the 2013 FCAT 2.0 Reading test indicate that 87 % of students in the lowest 25% at Sunset Elementary made learning gains. Our goal for the 2014 FCAT 2.0 Reading test to increase the learning gains made by students in the lowest 25% to 88%, an increase of one percentage point.

- During the 2013 administration of the CELLA, 72% of students at Sunset elementary were proficient in Listening and Speaking due to limited opportunities for sentence completion and cooperative learning. Our goal for the 2014 administration of the CELLA is to increase the number of students proficient in Listening and Speaking by three percentage points to 75%.

- During the 2013 administration of the CELLA, 59% of students at Sunset Elementary scored proficient in Reading. Our goal for the 2014 administration of the CELLA Reading is to increase the number of students scoring proficient in Reading to 63%, an increase of 4 percentage points. Deficiency in Reading was due to limited use of visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message

- During the 2013 administration of the CELLA Writing, 52% of Sunset Elementary students scored proficient in Writing. Our goal for the 2014 administration of the CELLA Writing, is to increase the number of students scoring proficient to 57%, an increase of five percentage points. Deficiency in writing was partially due to limited use of dialogue journals.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and FCAT 2.0 Reading to ensure progress is made and adjust instruction as necessary.

Person or Persons Responsible
MTSS/RtI, LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Interim Assessment data, 2014 FCAT 2.0 Reading test

G2. The results of the 2013 FCAT 2.0 Writing test indicate that 84% of students at Sunset Elementary scored at Levels 3.5 -6.0. Our goal for the 2014 FCAT 2.0 Writing test is for 86% of students to score at Levels 3.5 - 6.0, an increase of 2 percentage pts.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

Resources Available to Support the Goal
- Faculty and staff, Melissa Forney Resources, Wonders Reading series, Florida Ready resources, BrainPOP, Success Maker, Curriculum Associates Common Core Resources, extensive Common Core Professional development, implementation of ESOL strategies where applicable, Multicultural Exchange Program, Student Enrichment an Intervention program, participation in enrichment activities such as Fairchild challenge, Science Fair, and Writing Competitions.

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT 2.0 Writing test indicate that 84% of students at Sunset Elementary scored at Levels 3.5 -6.0. Our goal for the 2014 FCAT 2.0 Writing test is for 86% of students to score at Levels 3.5 - 6.0, an increase of 2 percentage points. Students scoring at Levels 3.5-6.0 exhibited difficulty with conventions in writing due to limited exposure to editing and correcting a draft for standard language conventions.

Plan to Monitor Progress Toward the Goal

The MTSS/RtILLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, and utilization of Interim and Writing prompt data to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/Rtl, LLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Classroom generated assessments, Writing Interim Assessment data, monthly writing prompt data and 2014 FCAT 2.0 Writing test results

G3. The results of the FCAT 2.0 Math Test indicate that 89% of our students scored 3.0 or higher. Our goal is to increase the number of students scoring a 3.0 or higher by 2 percentage points to 91%.

Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- SuccessMaker, Florida Ready, and Curriculum Associates .Common Core Math resources, SMARTExchange and Gizmos .

Targeted Barriers to Achieving the Goal

- According to the results and trend in data on the 2013 FCAT 2.0 Mathematics Assessment indicate our students did not meet the respective target and had the most difficulty in Geometry and Measurement.

- The results of the FCAT 2.0 Math Assessment indicate that 90% of Hispanics scored a Level 3 or higher. Our goal for the 2014 FCAT 2.0 is to increase by 2 percentage points the number of Hispanic students scoring 3.0 or higher to 92%. The results of the FCAT 2.0 Math Assessment indicate that 89% of White students scored a level 3.0 or higher. Our goal for the 2014 FCAT 2.0 Math Assesment is to increase the number of studets scoring 3.0 or above by 4 percentage points to 93%. According to the FCAT 2.0 Math Assessments results and the trend data indicate the Hispanic and White sub group students did not meet the respective target and had the most difficulty in the Geometry and Measurement.

- The results of the FCAT 2.0 Math Assessment indicate that 81% of ELL students scored a 3.0 or higher. Our goal for the 2014 FCAT 2.0 administration is to increase by 6 percentage points to 87% the number of ELL students scoring 3.0 or higher. According to the FCAT 2.0 Math Assessment results and trend data indicate the ELL students did not meet the respective target and had the most difficulty in Geometry and Measurement.

- The results of the FCAT 2.0 Math Assessment indicates that 28% of our students scored a level 3. Our goal for the 2014 administration the FCAT 2.0 Math Asessment is to increase the number of students scoring a level 3 by 1 percentage point to 29%. The data trend shows that the area of difficulty for these students is Geometry and Measurement.

- The results of the FCAT 2.0 Math Assessment indicates that 61% of our students scored a level 4 or 5. Our goal for the 2014 administration the FCAT 2.0 Math Asessment is to maintain the number of students scoring a level 4 or 5 at 61%. The data trend shows that the area of difficulty for these students is Geometry and Measurement.

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 64% of students making learning gains in mathematics. Our goal for the 2014 FCAT 2.0 is to increase to 68% or 4 percentage points, of students making learning gains in mathematics.The area of difficulty for most of these students was in Geometry and Measurement.

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% of students in the lowest 25% made learning gains. Our goal for the 2014 FCAT 2.0 is to increase to 69% or 4 percentage points of students in the lowest 25% making learning gains in math. The area of difficulty for most of these students was in Geometry and Measurement.

Plan to Monitor Progress Toward the Goal

Monitor data from summative and formative assessments.

Person or Persons Responsible
The school's administrative team.

Target Dates or Schedule:
Monthly

Evidence of Completion:
District Interim Reports and Data will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G4. The results of the 2013 FCAT 2.0 Science Assessment indicates that 29% of students achieved Level 3 proficiency. Our goal for the 2014 FCAT 2.0 Science Assessment is to increase to 31%, or 2 percentage points of students achieving Level 3 proficiency

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- AIMS, Gizmos

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Science Assessment most of the students in Grade 5 scoring at Level 3 showed difiiculty in the area of Nature of Science.

- On the 2013 FCAT 2.0 Science Assessment, 45% of the students scored a Level 4 or 5. Our goal for the 2014 administration of the Science FCAT is to increase this percentage by 1 percentage point to 46%. Based on the data, most of the Grade 5 students showed difficulty in the area of Physical Science.

Plan to Monitor Progress Toward the Goal

Monitor data from summative and formative assessments.

Person or Persons Responsible
The school's administrative team.

Target Dates or Schedule:
Biweekly

Evidence of Completion:
The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G5. Our goal for 2013-2014 is to increase student exposure to STEM related experiences to include 2.0 hours of STEM exposure per week.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- AIMS, Computers based-math and science inquiry, technology, Discovery Lab

Targeted Barriers to Achieving the Goal

- According to our data, we seek to increase the number of STEM-related experiences provided for students to 4 (e.g. robotics competitions; field trips; science fairs)

- As a result of trend data analysis, we seek to increase our students' participation in STEM related experiences to include 100% of the school student population.

Plan to Monitor Progress Toward the Goal

Monitor data from formative and summative assessments.

Person or Persons Responsible

The school's administrative team.

Target Dates or Schedule:

Monthly

Evidence of Completion:

District Interim Reports and Data will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G6. Sunset Elementary's goal for 2014 is to maintain the percentage of students retained, and students receiving referrals resulting in outdoor suspension at 0% and to reduce all other Early Warning System target areas by one percentage point .

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Faculty and staff, academic and attendance incentives, health and wellness education, progressive discipline plan, Code of Student Conduct, Character education.

Targeted Barriers to Achieving the Goal

- Early Warning System data indicates that 2% of students at Sunset Elementary missed 10% or more of available instructional time due to excessive absences. Our goal is to reduce the percentage of students who missed 10% or more of available instructional time by one percentage point to 1%.

- Early Warning System data indicates that 2% of students at Sunset Elementary received two or more behavioral referrals and 0% of students received one or more referrals that lead to suspension due to violations of the Code of Student Conduct. Our goal for 2014 is to reduce the number of students who received two or more behavioral referrals by one percentage point to 1%.

- Early Warning System data indicates that 7% of students at Sunset Elementary were not proficient in Reading by 3rd grade. Our goal is to reduce the percentage of students not proficient in Reading by 3rd grade to 6%, a decrease of 1 percentage point.

- Early Warning System data indicates that 0% of students in KG - 5 at Sunset Elementary were retained. Our goal for 2014 is to maintain the percentage of students retained in KG-5 at 0%.

Plan to Monitor Progress Toward the Goal

Ensure Early Warning system target areas are addressed, behavior and attendance improvement strategies are implemented and

Person or Persons Responsible
MTSS/RtI Team, LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Interim Data, 2014 FCAT 2,0 results, tutorial program attendance and performance reports, behavioral referral reports and participation in attendace, character and academic recognition ceremonies

G7. During the 2012-2013 school year, parent participation in school-wide activities was 84%. Our goal for the 2013-2014 school years is to maintain parent participation at 84%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Sign In sheets for volunteer and school wide activities.

Targeted Barriers to Achieving the Goal
- Lack of participation in school-wide activities by parents of students that reside in extended attendance boundaries. Scheduling of school wide events conflicts for working parents to participate in volunteer opportunities at the school.

Plan to Monitor Progress Toward the Goal

Review the accrual of volunteer hours and number of names on sign-in sheets.

Person or Persons Responsible
MTSSS/LLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Volunteer logs and sign-in sheets.

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 FCAT 2.0 Reading, 91% of students at Sunset Elementary scored 3.0 or above. Our goal for the 2014 FCAT 2.0 Reading is to maintain at least 91% of students scoring at 3.0 or above.

G1.B1 The results of the 2013 FCAT 2.0 Reading test indicate that 72% of ELL students at Sunset Elementary scored at Level 3. Our goal for the 2014 FCAT 2.0 Reading is to increase the number of students in this group scoring at Level 3 to 85%, and increase of thirteen percentage points. Students in the ELL group exhibited difficulty with Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text to strengthen arguments to support their answers.

G1.B1.S1 Provide students with opportunities to use informational text to strengthen arguments to support their answers.

Action Step 1

By modeling and arranging students in collaborative groups, teacher will provide opportunities for students to use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Students will use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, class generated assessments

Facilitator:

Marlem Diaz-Brown

Participants:

Reading Teachers

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

The MTSS/LLT will conduct formal and informal walkthroughs to monitor implementation of action steps with fidelity.

Person or Persons Responsible

MTSS/ RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, class generated assessments and student progress as per data generated by Interim Assessments.

Plan to Monitor Effectiveness of G1.B1.S1

The MTSS/LLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, and utilization of Interim data to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/ RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom generated assessments, Interim Assessment data, 2014 FCAT 2.0 Reading test results.

G1.B2 The results of the FCAT 2.0 Reading test indicate that 22% of students at Sunset Elementary scored at Level 3. Our goal for the 2014 FCAT 2.0 Reading is for 23% of students to score at Level 3, an increase of one percentage point. Students scoring at Level 3 exhibited difficulty with Reporting Category 4: Informational Text/Research Process due to limited exposure to text feature charts and text feature analysis

G1.B2.S1 Provide students with opportunities to use text feature charts and text feature analysis.

Action Step 1

Teacher will provide students with opportunities to use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information and to describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom generated tests

Facilitator:

Marlem Diaz-Brown

Participants:

Reading Teachers

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

The MTSS/LLT will conduct formal and informal walkthroughs to monitor implementation of action steps with fidelity.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, class generated assessments and student progress as per data generated by Interim Assessments.

Plan to Monitor Effectiveness of G1.B2.S1

The MTSS/LLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, and utilization of Interim data to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom generated assessments, Interim Assessment data, 2014 FCAT 2.0 Reading test results.

G1.B3 The results of the 2013 FCAT 2.0 Reading test indicate that 69 % of students at Sunset Elementary scored at Level 4 - 5. Our goal for the 2014 FCAT 2.0 Reading is to maintain the percentage students scoring at 4 - 5 on the FCAT Reading test at 69%. Students scoring ar Level 4 - 5 exhibited difficulty with Reporting Category 3: Literary Analysis Fiction/Non-Fiction due to limited opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

G1.B3.S1 Provide students with opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text by teaching students to identify and interpret elements of story structure within a text. Utilize story maps, somebody/wanted/but/so, Author's Toolbox for bringing a character to life, Literary devices and, figurative language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Class generated assessments

Facilitator:

Marlem Diaz-Brown

Participants:

Reading Teachers

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

The MTSS/LLT will conduct formal and informal walkthroughs to monitor implementation of action steps with fidelity.

Person or Persons Responsible

MTSS/ Rti, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, class generated assessments and student progress as per data generated by Interim Assessments.

Plan to Monitor Effectiveness of G1.B3.S1

The MTSS/RtI, LLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, and utilization of Interim data to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom generated assessments, Interim Assessment data, 2014 FCAT 2.0 Reading test results.

G1.B4 The results of the 2013 FCAT 2.0 Reading test indicate that 79% of students at Sunset Elementary made learning gains. Our goal for the 2014 FCAT 2.0 Reading test is to increase the number of students making learning gains by 2 percentage points to 81%. Insufficient number of students making learning gains was partially due to limited emphasis placed on bubble students.

G1.B4.S1 Closely monitor progress of students identified as "bubble students" to ensure they are receiving support or enrichment as indicated by data.

Action Step 1

Teachers will analyze data to ensure enrichment opportunities are provided for high performing students to maintain or improve their achievement, and differentiated instruction and interventions are provided for students identified as low performing or at risk or decreasing performnace..

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom generated assessments

Facilitator:

Marlem Diaz-Brown

Participants:

Reading Teachers

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

Formal and informal walkthroughs

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Classroom generated assessments, Interim data

Plan to Monitor Effectiveness of G1.B4.S1

The MTSS/RtILLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, and utilization of Interim data to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom generated assessments, Interim Assessment data, Intervention/enrichment attendance logs, Intervention/enrichment performance data, 2014 FCAT 2.0 Reading test results.

G1.B5 The results of the 2013 FCAT 2.0 Reading test indicate that 87 % of students in the lowest 25% at Sunset Elementary made learning gains. Our goal for the 2014 FCAT 2.0 Reading test to increase the learning gains made by students in the lowest 25% to 88%, an increase of one percentage point.

G1.B5.S1 Teachers will utilize disaggregated data to provide differentiated instruction for students in need of additional support.

Action Step 1

Teachers will provide differentiated instruction, identify students for intervention groups based on individual student needs and closely monitor student progress. Refer to RtI as indicated by progress monitoring.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Classroom generated Assessments

Facilitator:

Marlem Diaz-Brown

Participants:

Reading teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Formal and Informal walkthroughs

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Class generated assessments

Plan to Monitor Effectiveness of G1.B5.S1

The MTSS/RtILLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, and utilization of Interim data to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom generated assessments, Interim Assessment data, 2014 FCAT 2.0 Reading test results.

G1.B6 During the 2013 administration of the CELLA, 72% of students at Sunset elementary were proficient in Listening and Speaking due to limited opportunities for sentence completion and cooperative learning. Our goal for the 2014 administration of the CELLA is to increase the number of students proficient in Listening and Speaking by three percentage points to 75%.

G1.B6.S1 Teacher will elicit responses from students to expand and clarify students' vocabulary and increase word usage and provide students with opportunities to participate in group projects, a dynamic strategy through which students develop linguistic and academic skills simultaneously.

Action Step 1

The teacher may repeat and rephrase important concepts, will present new words in the context of the lesson emphasizing each new word, repeat directions so that second-language learners have more time for processing and provide opportunities for ELL students work together in small intellectually and culturally mixed groups to develop linguistic and academic skills simultaneously.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Class generated assessments

Facilitator:

Bilingual department District faclitator

Participants:

ESOL Teacher

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Conduct formal and informal walkthroughs to ensure teacher is implementing ESOL strategies in the classroom.

Person or Persons Responsible

MTSS/RtI Team, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Classroom generated assessments, Interim Data

Plan to Monitor Effectiveness of G1.B6.S1

The MTSS/RtI, LLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, implementation of ESOL strategies, and utilization of Interim data to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/RtI Team, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Interim Assessment Data, 2014 FCAT 2.0 Reading test results, CELLA 2014 Listening/Speaking Test results

G1.B7 During the 2013 administration of the CELLA, 59% of students at Sunset Elementary scored proficient in Reading. Our goal for the 2014 administration of the CELLA Reading is to increase the number of students scoring proficient in Reading to 63%, an increase of 4 percentage points. Deficiency in Reading was due to limited use of visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message

G1.B7.S1 Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

Action Step 1

Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed. Making predictions is part of the reading process. Readers are continuously anticipating what comes next. When used as a "before reading" strategy, students rely on their background knowledge to make global predictions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work, classroom generated assessments

Facilitator:

Bilingual department District Facilitator

Participants:

ESOL teacher

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Formal and informal walkthroughs to ensure ESOL strategies are implemented in the classroom.

Person or Persons Responsible

MTSS/RtI Team, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student, Classroom generated assessments, Interim assessment data

Plan to Monitor Effectiveness of G1.B7.S1

The MTSS/RtI, LLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, and implementation of ESOL strategies, and utilization of Interim data to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Data, 2014 FCAT 2.0 Readiing test results, 2014 CELLA Reading results

G1.B8 During the 2013 administration of the CELLA Writing, 52% of Sunset Elementary students scored proficient in Writing. Our goal for the 2014 administration of the CELLA Writing, is to increase the number of students scoring proficient to 57%, an increase of five percentage points. Deficiency in writing was partially due to limited use of dialogue journals.

G1.B8.S1 Provide students with ample opportunties for entries into dialogue journals for language and writing development.

Action Step 1

Dialogue journals provide a communicative context for language and writing development since they are both functional and interactive. Teacher should provide students with opportunities to write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as a participant, not an evaluator, in a written conversation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom generated assessments.

Facilitator:

Bilingual department DIstrict facilitator

Participants:

ESOL Teacher

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Formal and informal walkthroughs

Person or Persons Responsible

MTSS/RtI Team, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom generated assessments, Interim data

Plan to Monitor Effectiveness of G1.B8.S1

The MTSS/RtILLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, and ESOL strategies, and utilization of Interim data to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom generated assessments, Interim Assessment data, 2014 FCAT 2.0 Reading test results, CELLA 2014 Writing test results

G2. The results of the 2013 FCAT 2.0 Writing test indicate that 84% of students at Sunset Elementary scored at Levels 3.5 -6.0. Our goal for the 2014 FCAT 2.0 Writing test is for 86% of students to score at Levels 3.5 - 6.0, an increase of 2 percentage pts.

G2.B1 The results of the 2013 FCAT 2.0 Writing test indicate that 84% of students at Sunset Elementary scored at Levels 3.5 -6.0. Our goal for the 2014 FCAT 2.0 Writing test is for 86% of students to score at Levels 3.5 - 6.0, an increase of 2 percentage points. Students scoring at Levels 3.5-6.0 exhibited difficulty with conventions in writing due to limited exposure to editing and correcting a draft for standard language conventions.

G2.B1.S1 Provide students with opportunities to edit and correct drafts for standard writing conventions.

Action Step 1

Teachers will provide opportunities for students to use revising/editing charts and to confer with them for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Teachers will provide opportunities for collaborative discussions and peer editing and will utilize Melissa Forney writing resources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work, Classroom generated Writing assignments

Facilitator:

Marlem Diaz-Brown

Participants:

Fourth Grade Reading Language Arts teachers

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

The MTSS/RtI, LLT will conduct formal and informal walkthroughs to monitor implementation of action steps with fidelity.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, class generated writing assignments and student progress as per data generated by Writing Interim Assessments and school writing prompts.

Plan to Monitor Effectiveness of G2.B1.S1

The MTSS/RtI, LLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, and utilization of Interim and writing prompt data, and implementation of Melissa Forney strategies to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom generated assessments,Writing Interim Assessment data, monthly prompt data and 2014 FCAT 2.0 Writng test results.

G3. The results of the FCAT 2.0 Math Test indicate that 89% of our students scored 3.0 or higher. Our goal is to increase the number of students scoring a 3.0 or higher by 2 percentage points to 91%.

G3.B1 According to the results and trend in data on the 2013 FCAT 2.0 Mathematics Assessment indicate our students did not meet the respective target and had the most difficulty in Geometry and Measurement.

G3.B1.S1 Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.

Action Step 1

Provide opportunities for students to: describe and determine the area of a figure or region on a plane by counting units with or without grid lines shown through the figure or region, identify benchmark angles of 45°, 90°, 180°, or 360°; and identify acute, obtuse, right, or straight angles, and identify and build a three-dimensional object from a two-dimensional representation of the object

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and site generated assessments

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

Formal and Informal Classroom Observations

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S2 Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

Action Step 1

Provide opportunities for students to: determine the volume of prisms and determine the surface area of prisms given a graphic or net, solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane, perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

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

Formal and Informal Classroom observations

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assessments.

Plan to Monitor Effectiveness of G3.B1.S2

Using the FCIM the school leadership team will review data and adjustinstruction accordingly.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Internal Classroom Assessments, Interim Assessments and the 2014 FCAT 2.0 Math Assessment.

G3.B1.S3 Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.

Action Step 1

Provide opportunities for students to: • determine the volume of prisms and determine the surface area of prisms given a graphic or net • solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane • perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and site generated assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Formal and Informal Classroom Observations

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Effectiveness of G3.B1.S3

Using the FCIM, the school leadership team will review data and adjust classroominstruction accordingly.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Internal Classroom Assessments, Interim Assessments,and the 2014 FCAT 2.0 Math Assessment

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 The results of the FCAT 2.0 Math Assessment indicate that 90% of Hispanics scored a Level 3 or higher. Our goal for the 2014 FCAT 2.0 is to increase by 2 percentage points the number of Hispanic students scoring 3.0 or higher to 92%. The results of the FCAT 2.0 Math Assessment indicate that 89% of White students scored a level 3.0 or higher. Our goal for the 2014 FCAT 2.0 Math Assesment is to increase the number of studets scoring 3.0 or above by 4 percentage points to 93%. According to the FCAT 2.0 Math Assessments results and the trend data indicate the Hispanic and White sub group students did not meet the respective target and had the most difficulty in the Geometry and Measurement.

G3.B2.S1 Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.

Action Step 1

Provide opportunities for students to: • compose, decompose, and transform polygons to build other polygons • calculate the perimeter of polygons with 3, 4, 5, 6, 8, or 10 sides when all dimensions are given • measure objects to the whole centimeter or inch • determine the amount of time elapsed to the nearest hour Support mathematical fluency and problem solving skills in the areas of: • properties of two-dimensional shapes, perimeter, and measurement by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessemnts

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

Formal and Informal Classroom Observations

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Effectiveness of G3.B2.S1

Using the FCIM, the school leadership team will monitor data and asjust instruction accordingly

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Internal classroom assessments, Interim assessments, and the 2014 FCAT 2.0 Math Assessment

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B3 The results of the FCAT 2.0 Math Assessment indicate that 81% of ELL students scored a 3.0 or higher. Our goal for the 2014 FCAT 2.0 administration is to increase by 6 percentage points to 87% the number of ELL students scoring 3.0 or higher. According to the FCAT 2.0 Math Assessment results and trend data indicate the ELL students did not meet the respective target and had the most difficulty in Geometry and Measurement.

G3.B3.S1 Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Action Step 1

Provide opportunities for students to: • compose, decompose, and transform polygons to create and identify other polygons • calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced • measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch • determine the amount of time elapsed to the nearest hour or half hour

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Formal and Informal Classroom Assessments

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student worka and site generated assessments

Plan to Monitor Effectiveness of G3.B3.S1

Using the FCIM, the school leadership team will monitor data and adjust instruction accordingly.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Internal Classroom Assessments, Interim Assessments, and the 2014 FCAT 2.0 Math Assessment

G3.B4 The results of the FCAT 2.0 Math Assessment indicates that 28% of our students scored a level 3. Our goal for the 2014 administration the FCAT 2.0 Math Asessment is to increase the number of students scoring a level 3 by 1 percentage point to 29%. The data trend shows that the area of difficulty for these students is Geometry and Measurement.

G3.B4.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Provide opportunities for students to: • compose, decompose, and transform polygons to create and identify other polygons • calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced • measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch • determine the amount of time elapsed to the nearest hour or half hour

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work and site generated assessments

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Formal and Informal Classroom Observations

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

student work and site generated assessments

Plan to Monitor Effectiveness of G3.B4.S1

Using the FCIM, the school leadership team will monitor data and adjust instruction accordingly.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Internal Classroom Assessments, Interim Assessments, and the 2014 FCAT 2.0 Math Assessment

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B5 The results of the FCAT 2.0 Math Assessment indicates that 61% of our students scored a level 4 or 5. Our goal for the 2014 administration the FCAT 2.0 Math Asessment is to maintain the number of students scoring a level 4 or 5 at 61%. The data trend shows that the area of difficulty for these students is Geometry and Measurement.

G3.B5.S1 Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

Action Step 1

Provide opportunities for students to: • compose, decompose, and transform polygons to analyze and create other polygons • solve real-world problems involving perimeter, which may include using an appropriate tool to measure the dimensions of the object • measure objects using fractional parts of linear units • determine the amount of time elapsed

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Formal and Informal Classroom Assessments

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Effectiveness of G3.B5.S1

Using the FCIM, The school leadership team will review data and adjust instruction acccordingly.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Internal Classroom Assessments, Interim Assessments, and the 2014 FCAT 2.0 Math Assessment

G3.B6 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 64% of students making learning gains in mathematics. Our goal for the 2014 FCAT 2.0 is to increase to 68% or 4 percentage points, of students making learning gains in mathematics.The area of difficulty for most of these students was in Geometry and Measurement.

G3.B6.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter, and measurement.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of: • multi-digit multiplication and expressions and equations by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Formal and Informal Assessments

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Effectiveness of G3.B6.S1

Using FCIM, the school leadership team will review data and adjust instriction accordingly.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Internal Classroom Assessments, Interim Assesments, and the 2014 FCAT 2.0 Math Assessment

G3.B7 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 65% of students in the lowest 25% made learning gains. Our goal for the 2014 FCAT 2.0 is to increase to 69% or 4 percentage points of students in the lowest 25% making learning gains in math. The area of difficulty for most of these students was in Geometry and Measurement.

G3.B7.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of measurement conversions, area and volume, and coordinate plane.

Action Step 1

Provide opportunities for students to: • determine the volume of prisms • identify and plot ordered pairs in the first quadrant of a coordinate plane • perform a single-unit conversion (linear, weight/mass, and time) within the same measurement system, including determining elapsed time to the nearest minute in problems involving a span of a few hours

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Formal and Informal Classroom Observations

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Plan to Monitor Effectiveness of G3.B7.S1

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Internal Classroom Assessments, Interim Assessments, the 2014 FCAT 2.0 Math Assessment

G4. The results of the 2013 FCAT 2.0 Science Assessment indicates that 29% of students achieved Level 3 proficiency. Our goal for the 2014 FCAT 2.0 Science Assessment is to increase to 31%, or 2 percentage points of students achieving Level 3 proficiency

G4.B1 On the 2013 FCAT 2.0 Science Assessment most of the students in Grade 5 scoring at Level 3 showed difiiculty in the area of Nature of Science.

G4.B1.S1 Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Action Step 1

Students performing at the mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, site generated assessments

Facilitator:

Dr. Ileana Sosa

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom walk-throughs and view student generated work samples

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and site generated assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Using the FCIM, administrators will monitor data on summative and formative assessments to adjust instruction accordingly.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, Interim Assessments, FCAT 2.0 Science Assessments

G4.B2 On the 2013 FCAT 2.0 Science Assessment, 45% of the students scored a Level 4 or 5. Our goal for the 2014 administration of the Science FCAT is to increase this percentage by 1 percentage point to 46%. Based on the data, most of the Grade 5 students showed difficulty in the area of Physical Science.

G4.B2.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards.

Action Step 1

Students performing at the mastery level of this reporting category will consistently be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and site generated assessments.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Formal and Informal Classroom Observations

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and site generated assessments.

Plan to Monitor Effectiveness of G4.B2.S1

Using the FCIM, the school leadership team will monitor trend data and adjust classroom instruction accordingly.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Classroom Assessments, FCAT 2.0 Science Assessment

G5. Our goal for 2013-2014 is to increase student exposure to STEM related experiences to include 2.0 hours of STEM exposure per week.

G5.B1 According to our data, we seek to increase the number of STEM-related experiences provided for students to 4 (e.g. robotics competitions; field trips; science fairs)

G5.B1.S1 Provide students weekly exposure to the STEM Laboratory and Discovery Lab, facilitating and enhancing development of independent experimental and engineering projects. Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Elementary Science Fair, Fairchild Challenge, etc.)

Action Step 1

STEM and Discovery Lab teachers will plan collaboratively to implement relevant inquiry based and hands-on learning through STEM activities. Stem and Discovery Labs expose students to technology through the use of Tablets (mobile computers) Participate in the school-wide science and invention fair to reinforce inquiry skills Provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair. Utilizing instructional technology through the use of Virtual Labs, BrainPop, Gizmos, Discovery Education and other supplemental resources in both the STEM and Discovery Technology Labs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student generated work and STEM/Discovery Lab journals

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom walk-throughs and the observation of student journals.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, journals, and teacher lesson plans, and site generated assessments.

Plan to Monitor Effectiveness of G5.B1.S1

Using the FCIM, administrators will monitor data results from science interims to adjust instruction and focus.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Reports and Data will be used to monitor student progress. The results of the 2014 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G5.B2 As a result of trend data analysis, we seek to increase our students' participation in STEM related experiences to include 100% of the school student population.

G5.B2.S1 Increase the number to STEM related experiences that all grades may participate in.

Action Step 1

Provide all teachers and students in grades PK-5 the ability to participate in a variety of STEM related activites including but not limited to the Elementary Science Fair, SECME Stars, STEM Lab, and the Discovery Lab

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and site generated assessments.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Informal and formal classroom observations

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student work samples, and math and science assessment data

Plan to Monitor Effectiveness of G5.B2.S1

Using the FCIM, trend data will be analyzed to determine classroom instruction modifications.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Internal Classroom assessments, 2014 FCAT 2.0 Math and Science Assessment

G6. Sunset Elementary's goal for 2014 is to maintain the percentage of students retained, and students receiving referrals resulting in outdoor suspension at 0% and to reduce all other Early Warning System target areas by one percentage point .

G6.B1 Early Warning System data indicates that 2% of students at Sunset Elementary missed 10% or more of available instructional time due to excessive absences. Our goal is to reduce the percentage of students who missed 10% or more of available instructional time by one percentage point to 1%.

G6.B1.S1 Identify and refer students who may be developing a pattern of tardiness and/or truancy to the MTSS/RtI Team.

Action Step 1

Students at risk based on attendance will be referred to the MTSS/RtI team. EStablish an incentive program to recognize students with improved and/or perfect attendance.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoin

Evidence of Completion

Attendance bulletin

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Closely monitor students identified for excessive absences for improvement in attendance.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily school attendance bulletin, idividual students' attendance records

Plan to Monitor Effectiveness of G6.B1.S1

Monitor improvement in identified students' attendance, enter into attendance contract if necessary.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

School attendance bulletin, student's individual attendance record, participation in quarterly recognition ceremony

G6.B2 Early Warning System data indicates that 2% of students at Sunset Elementary received two or more behavioral referrals and 0% of students received one or more referrals that lead to suspension due to violations of the Code of Student Conduct. Our goal for 2014 is to reduce the number of students who received two or more behavioral referrals by one percentage point to 1%.

G6.B2.S1 Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in the process.

Action Step 1

MTSS/RtI Team will establish Peer Mediation teams as a means of assisting with conflict resolution and maintain frequent communication between parent, students and teachers. MTSS/RtI team will recognize improvement in student behavior and follow progressive discipline plan as necessary.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved student behavior, behavioral referral log, peer counseling group log

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Monitor student behavior and participation in counseling and mediation activites.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved behavior log, Peer Mediation Team log, Lunch Bunch participation, participation in character recognition ceremony

Plan to Monitor Effectiveness of G6.B2.S1

Monitor student behavior, record improvement, revise behavior improvement strategies and activites as necessary.

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Counseling and mediation activity logs, Reduced percentage in number of students receiving behavioral referrals, participation in recognition ceremonies

G6.B3 Early Warning System data indicates that 7% of students at Sunset Elementary were not proficient in Reading by 3rd grade. Our goal is to reduce the percentage of students not proficient in Reading by 3rd grade to 6%, a decrease of 1 percentage point.

G6.B3.S1 Establish before, during and after school tutorial program to provide assistance to students based on their academic needs.

Action Step 1

Monitor student progress and identify students in need of differentiated instruction/ support and recommend students for participation in tutorial program.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Classroom generated assessments

Action Step 2

Monitor student progress and identify students in need of differentiated instruction/ support and recommend students for participation in tutorial program.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Classroom generated assessments

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Establish and ensure student participation of targeted students in tutorial program.

Person or Persons Responsible

MTSS/RtI Team, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Interim Assessment data, tutorial program attendance log and student performance reports

Plan to Monitor Effectiveness of G6.B3.S1

Ensure FCIM is being followed and data assessed to revise instructional strategies and/or tutorial program as necessary.

Person or Persons Responsible

MTSS/RtI Team, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim data, tutorial program data, 2014 FCAT 2.0 Reading test Results

G6.B4 Early Warning System data indicates that 0% of students in KG - 5 at Sunset Elementary were retained. Our goal for 2014 is to maintain the percentage of students retained in KG-5 at 0%.

G6.B4.S1 Closely monitor student progress and track data to provide immediate support to any student at risk of being retained.

Action Step 1

Teacher will closely track student progress and identify any at risk student in need of support.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Classroom generated assessments

Plan to Monitor Fidelity of Implementation of G6.B4.S1

MTSS/RtI Team, LLT will conduct formal and informal walkthroughs to ensure teacher has identified low performing student(s) and is providing differentiated instruction to improve student performance.

Person or Persons Responsible

MTSS/RtI Team, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom generated assessments, Interim Assessment data

Plan to Monitor Effectiveness of G6.B4.S1

The MTSS/RtI, LLT will conduct formal and informal walkthroughs to monitor implementation of FCIM, and utilization of Interim data to ensure progress is made and instruction is adjusted as necessary.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom generated assessments, Interim Assessment data, 2014 FCAT 2.0 results.

G7. During the 2012-2013 school year, parent participation in school-wide activities was 84%. Our goal for the 2013-2014 school years is to maintain parent participation at 84%.

G7.B1 Lack of participation in school-wide activities by parents of students that reside in extended attendance boundaries. Scheduling of school wide events conflicts for working parents to participate in volunteer opportunities at the school.

G7.B1.S1 Implement an incentive plan for parents of students that live in the extended boundaries to attend PTA opening meeting and follow-up school-wide activities. Provide childcare and refreshments to encourage attendance PTA meetings. Offer the annual Volunteer Orientation Meeting offered during the first month of school followed by a series of new Parent Outreach Sessions (6 total) at varying times Use of Connect Ed to communicate activities

Action Step 1

Coordinate, collaborate, and network amongst the various parent organizations to increase collaboration; and coordinates efforts related to family involvement and academic achievement. Implement research-based parental involvement plans, practices, programs, and activities such as the Parent Academy for all parents that are linked to improving academic achievement.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Volunteer logs and sign-in sheets.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Review volunteer hours and sign in sheets for participation.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Volunteer logs and sign-in sheets.

Plan to Monitor Effectiveness of G7.B1.S1

Review school's volunteer log and school sign-in sheets.

Person or Persons Responsible

MTSSS/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Volunteer logs and sign-in sheets.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. On the 2013 FCAT 2.0 Reading, 91% of students at Sunset Elementary scored 3.0 or above. Our goal for the 2014 FCAT 2.0 Reading is to maintain at least 91% of students scoring at 3.0 or above.

G1.B1 The results of the 2013 FCAT 2.0 Reading test indicate that 72% of ELL students at Sunset Elementary scored at Level 3. Our goal for the 2014 FCAT 2.0 Reading is to increase the number of students in this group scoring at Level 3 to 85%, and increase of thirteen percentage points. Students in the ELL group exhibited difficulty with Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text to strengthen arguments to support their answers.

G1.B1.S1 Provide students with opportunities to use informational text to strengthen arguments to support their answers.

PD Opportunity 1

By modeling and arranging students in collaborative groups, teacher will provide opportunities for students to use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Students will use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Facilitator

Marlem Diaz-Brown

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, class generated assessments

G1.B2 The results of the FCAT 2.0 Reading test indicate that 22% of students at Sunset Elementary scored at Level 3. Our goal for the 2014 FCAT 2.0 Reading is for 23% of students to score at Level 3, an increase of one percentage point. Students scoring at Level 3 exhibited difficulty with Reporting Category 4: Informational Text/Research Process due to limited exposure to text feature charts and text feature analysis

G1.B2.S1 Provide students with opportunities to use text feature charts and text feature analysis.

PD Opportunity 1

Teacher will provide students with opportunities to use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information and to describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Facilitator

Marlem Diaz-Brown

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom generated tests

G1.B3 The results of the 2013 FCAT 2.0 Reading test indicate that 69 % of students at Sunset Elementary scored at Level 4 - 5. Our goal for the 2014 FCAT 2.0 Reading is to maintain the percentage students scoring at 4 - 5 on the FCAT Reading test at 69%. Students scoring ar Level 4 - 5 exhibited difficulty with Reporting Category 3: Literary Analysis Fiction/Non-Fiction due to limited opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

G1.B3.S1 Provide students with opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

PD Opportunity 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text by teaching students to identify and interpret elements of story structure within a text. Utilize story maps, somebody/wanted/but/so, Author's Toolbox for bringing a character to life, Literary devices and, figurative language.

Facilitator

Marlem Diaz-Brown

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Class generated assessments

G1.B4 The results of the 2013 FCAT 2.0 Reading test indicate that 79% of students at Sunset Elementary made learning gains. Our goal for the 2014 FCAT 2.0 Reading test is to increase the number of students making learning gains by 2 percentage points to 81%. Insufficient number of students making learning gains was partially due to limited emphasis placed on bubble students.

G1.B4.S1 Closely monitor progress of students identified as "bubble students" to ensure they are receiving support or enrichment as indicated by data.

PD Opportunity 1

Teachers will analyze data to ensure enrichment opportunities are provided for high performing students to maintain or improve their achievement, and differentiated instruction and interventions are provided for students identified as low performing or at risk or decreasing performnace..

Facilitator

Marlem Diaz-Brown

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom generated assessments

G1.B5 The results of the 2013 FCAT 2.0 Reading test indicate that 87 % of students in the lowest 25% at Sunset Elementary made learning gains. Our goal for the 2014 FCAT 2.0 Reading test to increase the learning gains made by students in the lowest 25% to 88%, an increase of one percentage point.

G1.B5.S1 Teachers will utilize disaggregated data to provide differentiated instruction for students in need of additional support.

PD Opportunity 1

Teachers will provide differentiated instruction, identify students for intervention groups based on individual student needs and closely monitor student progress. Refer to RtI as indicated by progress monitoring.

Facilitator

Marlem Diaz-Brown

Participants

Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Classroom generated Assessments

G1.B6 During the 2013 administration of the CELLA, 72% of students at Sunset elementary were proficient in Listening and Speaking due to limited opportunities for sentence completion and cooperative learning. Our goal for the 2014 administration of the CELLA is to increase the number of students proficient in Listening and Speaking by three percentage points to 75%.

G1.B6.S1 Teacher will elicit responses from students to expand and clarify students' vocabulary and increase word usage and provide students with opportunities to participate in group projects, a dynamic strategy through which students develop linguistic and academic skills simultaneously.

PD Opportunity 1

The teacher may repeat and rephrase important concepts, will present new words in the context of the lesson emphasizing each new word, repeat directions so that second-language learners have more time for processing and provide opportunities for ELL students work together in small intellectually and culturally mixed groups to develop linguistic and academic skills simultaneously.

Facilitator

Bilingual department District faclitator

Participants

ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Class generated assessments

G1.B7 During the 2013 administration of the CELLA, 59% of students at Sunset Elementary scored proficient in Reading. Our goal for the 2014 administration of the CELLA Reading is to increase the number of students scoring proficient in Reading to 63%, an increase of 4 percentage points. Deficiency in Reading was due to limited use of visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message

G1.B7.S1 Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

PD Opportunity 1

Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed. Making predictions is part of the reading process. Readers are continuously anticipating what comes next. When used as a "before reading" strategy, students rely on their background knowledge to make global predictions

Facilitator

Bilingual department District Facilitator

Participants

ESOL teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work, classroom generated assessments

G1.B8 During the 2013 administration of the CELLA Writing, 52% of Sunset Elementary students scored proficient in Writing. Our goal for the 2014 administration of the CELLA Writing, is to increase the number of students scoring proficient to 57%, an increase of five percentage points. Deficiency in writing was partially due to limited use of dialogue journals.

G1.B8.S1 Provide students with ample opportunties for entries into dialogue journals for language and writing development.

PD Opportunity 1

Dialogue journals provide a communicative context for language and writing development since they are both functional and interactive. Teacher should provide students with opportunities to write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as a participant, not an evaluator, in a written conversation.

Facilitator

Bilingual department DIstrict facilitator

Participants

ESOL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, classroom generated assessments.

G2. The results of the 2013 FCAT 2.0 Writing test indicate that 84% of students at Sunset Elementary scored at Levels 3.5 -6.0. Our goal for the 2014 FCAT 2.0 Writing test is for 86% of students to score at Levels 3.5 - 6.0, an increase of 2 percentage pts.

G2.B1 The results of the 2013 FCAT 2.0 Writing test indicate that 84% of students at Sunset Elementary scored at Levels 3.5 -6.0. Our goal for the 2014 FCAT 2.0 Writing test is for 86% of students to score at Levels 3.5 - 6.0, an increase of 2 percentage points. Students scoring at Levels 3.5-6.0 exhibited difficulty with conventions in writing due to limited exposure to editing and correcting a draft for standard language conventions.

G2.B1.S1 Provide students with opportunities to edit and correct drafts for standard writing conventions.

PD Opportunity 1

Teachers will provide opportunities for students to use revising/editing charts and to confer with them for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Teachers will provide opportunities for collaborative discussions and peer editing and will utilize Melissa Forney writing resources.

Facilitator

Marlem Diaz-Brown

Participants

Fourth Grade Reading Language Arts teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work, Classroom generated Writing assignments

G4. The results of the 2013 FCAT 2.0 Science Assessment indicates that 29% of students achieved Level 3 proficiency. Our goal for the 2014 FCAT 2.0 Science Assessment is to increase to 31%, or 2 percentage points of students achieving Level 3 proficiency

G4.B1 On the 2013 FCAT 2.0 Science Assessment most of the students in Grade 5 scoring at Level 3 showed difiiculty in the area of Nature of Science.

G4.B1.S1 Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

PD Opportunity 1

Students performing at the mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Facilitator

Dr. Ileana Sosa

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, site generated assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading, 91% of students at Sunset Elementary scored 3.0 or above. Our goal for the 2014 FCAT 2.0 Reading is to maintain at least 91% of students scoring at 3.0 or above.	$3,000
G2.	The results of the 2013 FCAT 2.0 Writing test indicate that 84% of students at Sunset Elementary scored at Levels 3.5 -6.0. Our goal for the 2014 FCAT 2.0 Writing test is for 86% of students to score at Levels 3.5 - 6.0, an increase of 2 percentage pts.	$800
G3.	The results of the FCAT 2.0 Math Test indicate that 89% of our students scored 3.0 or higher. Our goal is to increase the number of students scoring a 3.0 or higher by 2 percentage points to 91%.	$500
G4.	The results of the 2013 FCAT 2.0 Science Assessment indicates that 29% of students achieved Level 3 proficiency. Our goal for the 2014 FCAT 2.0 Science Assessment is to increase to 31%, or 2 percentage points of students achieving Level 3 proficiency	$700
	Total	$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC	$5,000	$5,000
Total	$5,000	$5,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. On the 2013 FCAT 2.0 Reading, 91% of students at Sunset Elementary scored 3.0 or above. Our goal for the 2014 FCAT 2.0 Reading is to maintain at least 91% of students scoring at 3.0 or above.

G1.B5 The results of the 2013 FCAT 2.0 Reading test indicate that 87 % of students in the lowest 25% at Sunset Elementary made learning gains. Our goal for the 2014 FCAT 2.0 Reading test to increase the learning gains made by students in the lowest 25% to 88%, an increase of one percentage point.

G1.B5.S1 Teachers will utilize disaggregated data to provide differentiated instruction for students in need of additional support.

Action Step 1

Teachers will provide differentiated instruction, identify students for intervention groups based on individual student needs and closely monitor student progress. Refer to RtI as indicated by progress monitoring.

Resource Type

Evidence-Based Program

Resource

Common Core/PARCC Reading Materials, Hourly Personnel

Funding Source

EESAC

Amount Needed

$3,000

G2. The results of the 2013 FCAT 2.0 Writing test indicate that 84% of students at Sunset Elementary scored at Levels 3.5 -6.0. Our goal for the 2014 FCAT 2.0 Writing test is for 86% of students to score at Levels 3.5 - 6.0, an increase of 2 percentage pts.

G2.B1 The results of the 2013 FCAT 2.0 Writing test indicate that 84% of students at Sunset Elementary scored at Levels 3.5 -6.0. Our goal for the 2014 FCAT 2.0 Writing test is for 86% of students to score at Levels 3.5 - 6.0, an increase of 2 percentage points. Students scoring at Levels 3.5-6.0 exhibited difficulty with conventions in writing due to limited exposure to editing and correcting a draft for standard language conventions.

G2.B1.S1 Provide students with opportunities to edit and correct drafts for standard writing conventions.

Action Step 1

Teachers will provide opportunities for students to use revising/editing charts and to confer with them for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Teachers will provide opportunities for collaborative discussions and peer editing and will utilize Melissa Forney writing resources.

Resource Type

Evidence-Based Program

Resource

Melissa Forney Common Core/PARCC aligned writing materials

Funding Source

EESAC

Amount Needed

$800

G3. The results of the FCAT 2.0 Math Test indicate that 89% of our students scored 3.0 or higher. Our goal is to increase the number of students scoring a 3.0 or higher by 2 percentage points to 91%.

G3.B1 According to the results and trend in data on the 2013 FCAT 2.0 Mathematics Assessment indicate our students did not meet the respective target and had the most difficulty in Geometry and Measurement.

G3.B1.S2 Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

Action Step 1

Provide opportunities for students to: determine the volume of prisms and determine the surface area of prisms given a graphic or net, solve problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane, perform a two-step unit conversion (linear, weight/mass, and time) within the same measurement system and determine elapsed time

Resource Type

Evidence-Based Program

Resource

Common Core/PARCC aligned resources

Funding Source

EESAC

Amount Needed

$500

G4. The results of the 2013 FCAT 2.0 Science Assessment indicates that 29% of students achieved Level 3 proficiency. Our goal for the 2014 FCAT 2.0 Science Assessment is to increase to 31%, or 2 percentage points of students achieving Level 3 proficiency

G4.B1 On the 2013 FCAT 2.0 Science Assessment most of the students in Grade 5 scoring at Level 3 showed difiiculty in the area of Nature of Science.

G4.B1.S1 Increase rigor in science writing as evidenced in science journals and in laboratory conclusions (i.e. incorporating claims, evidence and reasoning), as delineated by Common Core Standards.

Action Step 1

Students performing at the mastery level of this reporting category will generally be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Resource Type

Evidence-Based Program

Resource

AIMS and Science Kit materials, STEM related hands on materials and resources aligned to Common Core/PARCC

Funding Source

EESAC

Amount Needed

$700