2013-2014 SCHOOL IMPROVEMENT PLAN

Sunset Park Elementary School

10235 SW 84TH ST
Miami, FL 33173
305-279-3222
http://sunsetpark.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	74%

Alternative/ESE Center	Charter School	Minority Rate
No	No	91%

School Grades History

2013-14	2012-13	2011-12	2010-11
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.

Table of Contents

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 Park Elementary School

Principal
Sara Martin N

School Advisory Council chair
Ryan Slater

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

Name	Title
Sara Martin	Principal
Maricarmen Abreu	Assistant Principal
Dina Sowers	Lead Teacher
Ryan Slater	STEM Leader
Maria Bonachea	Media Specialist
Lydis Berriz	Grade Level Chair
Raul Zayas-Bazan	Grade Level Chair
Isabel Huergo-Jones	Grade Level Chair
Rolando Bazan	Math Leader

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

The Sunset Park Elementary SAC consists of the following members: Principal -1, Alternate 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, Business/Community Representative –1

Involvement of the SAC in the development of the SIP

The Sunset Park Elementary SAC members meet to discuss the schools' areas of strengths and weakness to review what changes need to be made from the last. The SAC played an active role in assisting with the strategies that will be implemented in the 2013-2014 SIP, in the areas of Reading, Math, Science, and Writing. The SAC will also assist with the budgetary discussions to improve the performance of the school.

Activities of the SAC for the upcoming school year

The Sunset Park Elementary SAC will be monitoring the correct implementation of the strategies in all areas of the 2013-2014 SIP. The SAC will meet monthly to discuss that the action steps are implemented with fidelity and effectiveness.

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

The Sunset Park SAC will use the entire amount of school improvement funds allocated for this school year to purchase the Accelerated Reader enterprise program for the school year.

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

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
2

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

Administrator Information:

Sara Martin N		
Principal	Years as Administrator: 17	Years at Current School: 8

Credentials	B.S. Florida International University, Elem. Ed. 1-5, M.S. Nova Southeastern University, Ed. 1-5; Ed. S/ ESOL K-12, School Prinicipal Nova Southeastern University.
Performance Record	2013 – School Grade Rdg. Proficiency, 72% Math Proficiency, 73% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 58 points Rdg. AMO – 74 Math AMO– 78 '12 '11 '10 '09 '08School Grade A A A A AHigh Standards Reading 77% 87% 77% 88% 88%High Standards Mathematics 72% 89% 81% 88% 87%Learning Gains-Reading 77% 76% 78% 71% 69%Learning Gains-Mathematics 74% 58% 73% 73% 74%Gains-Reading-25% 75% 70% 71% 71% 62 %Gains-Mathematics-25% 70% 62% 71% 71% 66%

Maricarmen Abreu		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	B. S. Florida International University, Elem. Ed., 1-5, ESOL K-12 Endorsement; M. S. Florida International University, Ed. 1-5; Ed. S. , Florida International University, Educational Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 72% Math Proficiency, 73% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 58 points Rdg. AMO – 74 Math AMO– 78 '12 '11 '10 '09 '08 School Grade A A A A A High Standards Reading 77% 87% 77% 88% 88% High Standards Mathematics 72% 89% 81% 88% 87% Learning Gains-Reading 77% 76% 78% 71% 69% Learning Gains-Mathematics 74% 58% 73% 73% 74% Gains-Reading-25% 75% 70% 71% 71% 62% Gains-Mathematics-25% 70% 62% 71% 71% 66%

Classroom Teachers

# of classroom teachers
46

 # receiving effective rating or higher
46, 100%

 # Highly Qualified Teachers
70%

 # certified in-field
47, 102%

 # ESOL endorsed
41, 89%

 # reading endorsed
4, 9%

 # with advanced degrees
22, 48%

 # National Board Certified
1, 2%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
8, 17%

 # with 6-14 years of experience
25, 54%

 # with 15 or more years of experience
11, 24%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

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

One of the most important factors in student achievement is the effectiveness of the teachers who serve them. In order to recruit and retain highly qualified, certified, effective teachers, Sunset Park Elementary utilizes various strategies:
• Partnership with local universities/colleges to provide supervising teachers for Education Major students.
• Continuous professional development opportunities for teachers to remain up-to-date on current effective teaching practices.
• Provide new teachers with Mentor teachers, which will guide them and provide support, as they reflect on the practice of teaching.

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

Teacher mentoring is an effective method of developing and retaining high quality classroom teachers. Sunset Park Elementary provides mentoring for beginning teachers, as well as teachers who are new to a given grade level or subject area. These activities include:
• Structured guidance, and regular class visitations by mentor teacher.
• Opportunity for beginning teacher to observe mentor teacher's techniques, and modeled best practices.
• Ongoing support and assistance in the improvement of teaching practices and instructional skills.
• Weekly meeting of partner teachers do discuss lessons, lesson plans, improvements to classroom and instructional practices.
Teacher pairings are as important as the mentoring activities. Beginning or new teachers are paired with a colleague that teaches the same grade level, or same subject in a similar grade level.

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

the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)
Administrators: Principal, Sara Martin and Assistant Principal, Maricarmen Abreu; who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrators the school's Leadership Team will include the following members w Principal: provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS, conducts assessments of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Select General Education Teachers (Primary and Intermediate): Ryan Slater, STEM lead teacher; Dina Sowers, lead teacher; Rolando Bazan, Math leader, Kara Zelenak, Science leader, Maria Bonachea, Reading Leader; Isabel Huergo-Jones, fourth/ fifth grade teacher; Raul Zayas-Bazan, second/third grade teacher; Lydis Berriz, Kindergarten/First Grade teacher. These teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to develop and implement Tier 2 interventions and strategies, and integrate Tier 1 materials/ instruction with Tier 2 activities.
Exceptional Student Education (ESE) Teachers: Robyn Haber, Sana Bashir, and Rosa Baquero; Participate in student data collection, integrate core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching and consultations.
School Psychologist: Jennifer Gomez-Morales; Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation;

facilitates data-based decision making activities. Assist parents with proactive interventions.
Technology Specialist: Maria Bonachea; Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Speech Language Pathologist: Sharon Ziems; Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
Student Services Personnel: Beatriz Blaya; Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success
In addition to Tier 1 problem solving, the Leadership Team members will meet every 3 Thursday of the month, to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
The Assistant Principal, Maricarmen Abreu, the school psychologist, Jeniifer Gomez-Morales, and the guidance counselor, Beatriz Blaya; members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
The Assistant Principal, Maricarmen Abreu, the school psychologist, Jennifer Gomez-Morales, and the guidance counselor, Beatriz Blaya, the Reading leader, Maria Bonachea and the parent volunteer Maria V. Arauz; make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• EasyCBM
• STAR reading assessment
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
Behavior
• Develop strategies to alter student behavior

- Detentions
- Redirect student behavior as needed
- Verbal warnings

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.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures. 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: 28,080

A variety of Community School classes are offered throughout the school year and are made available to students of all ages both before and after school. One of the featured classes is tutoring in Reading and Math. These classes provide support to the core academic subjects. Certified teachers work with students based on their instructional levels and individual needs. Enrichment classes such as dance, baseball, basketball, and cheerleading contribute to a healthy well-rounded education.

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?

Students participating in the academic enrichment courses for reading and mathematics will complete a pre and post test at the start and end of each tutoring cycle. These scores will be analyzed by administration and the teachers to determine academic growth and effectiveness of strategies. Students participating in enrichment activities contributing to a well rounded education will prepare for a showcase that will display all that they learned throughout the school year.

Who is responsible for monitoring implementation of this strategy?

Administration, Leadership Team, Afterschool Care Program, and PTA

Literacy Leadership Team (LLT)

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

Name	Title
Sara Martin	Principal
Maricarmen Abreu	Assistant Principal
Maria Bonachea	Reading Leader
Dina Sowers	Lead Teacher
Lydis Berriz	Primary Teacher Representative
Raul Zayas-Bazan	second/third grade representative
Isabel Huergo Jones	Intermediate Teacher Representative
Rolando Bazan	Math Leader
Kara Zelenak	Science Leader
Ryan Slater	EESAC Representative

How the school-based LLT functions

The principal, Mrs. Sara Martin, selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year.. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

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

Sunset Park Elementary ensures that every teacher contributes to the reading improvement of every student by providing the teachers with the necessary instructional materials to ensure their individual success. Every teacher is trained to be able to differentiate the individual students instruction. The teachers will work closely with the student Reading data from the Baseline and Interim Assessments and they will target the individual student needs to ensure that the students improve in all areas of Reading.

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

Title I Administration assists Sunset Park Elementary, by providing supplemental funds beyond the State of Florida. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In addition, the Community Involvement Specialist will provide informational meetings with future Kindergarten families to explain the Kindergarten curriculum, and better prepare students to meet the challenges of Kindergarten. The kindergarten students are assessed with the Sunset Park Kindergarten Screening Test. The majority of the students are assessed prior to entering Kindergarten with the remaining students assessed within the first week of school. The areas addressed are letter sound recognition as well as identifying capital/lowercase case letters. Students are also required to identify color words, shapes and basic sight words. In addition, kindergarten students are asked to identify rhyming words, write their name and count up to ten objects. Data obtained using the Sunset Park Kindergarten Screening Test along with the district's pacing guide is used to plan instruction, and determine the need for intervention. Early Childhood Observation System (ECHOS) is administered at the beginning of the school year to assess students' social and behavioral skills. Based on the results, teachers are able to identify students' individual needs. The Kindergarten Screening Test will be re-administered mid-year and at the end of the year to show student progress

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	74%	72%	No	77%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	72%	70%	No	75%
White	82%	86%	Yes	84%
English language learners	63%	58%	No	66%
Students with disabilities	43%	44%	Yes	48%
Economically disadvantaged	70%	68%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	32%	37%
Students scoring at or above Achievement Level 4	106	38%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

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)	111	58%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	57	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	58	31%	38%

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	78	78%	80%
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	78%	73%	No	80%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic	77%	73%	Yes	79%
White	82%	76%	No	84%
English language learners	73%	68%	No	76%
Students with disabilities	48%	36%	No	54%
Economically disadvantaged	74%	72%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	32%	38%
Students scoring at or above Achievement Level 4	111	39%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

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	27	27%	30%
Students scoring at or above Achievement Level 4	31	31%	32%

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)	30		50
Participation in STEM-related experiences provided for students	597	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	37	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	30	5%	4%
Students who are not proficient in reading by third grade	31	38%	34%
Students who receive two or more behavior referrals	44	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

G1. The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 77 percent. This will represent a five percentage point increase from the 2013 FCAT administration.

G2. The number of students scoring at or above a 3.5 on the 2014 administration of the Writing Florida Comprehensive Assessment Test (FCAT) will be at least 80 percent. This will represent a two percentage point increase from the 2013 FCAT administration.

G3. The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 80 percent. This will represent a 7 percentage points increase from the 2013 Mathematics FCAT.

G4. The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 62 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G5. To increase the number of students participating in Project Based Learning in STEM to 80 percent in the 2013-2014 school year. This would be an increase of five percentage points over the participation in 2012-2013.

G6. The number of at risk students at Sunset Park Elementary will decrease this 2013-2014 school year.

Goals Detail

G1. The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 77 percent. This will represent a five percentage point increase from the 2013 FCAT administration.

Targets Supported

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

Resources Available to Support the Goal

- Wonders Reading Series Tutors Tutoring Successmaker

Targeted Barriers to Achieving the Goal

- Students in the Hispanic Subgroups 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.3]. The students had difficulties reading grade-level text and identifying chronological order events within a text [NGSSS].

- Students in the ELL subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]. The students had difficulties identifying the main idea and essential message in grade level text [NGSSS]. Inferring, summarizing, visualizing, and identifying relevant details.[RI.3.1 & RI.3.2]

- Students in the ED subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]. The students had difficulties identifying the main idea and essential message in grade level text [NGSSS]. Inferring, summarizing, visualizing, and identifying relevant details. [CCSS.ELA.Literacy.R1.5.1]

- Students scoring at Level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- Reading Application- [LA.3-5.1.7.4] Cause and Effect [NGSSS] Students experienced difficulty identifying causal relationships imbedded in text. [CCSS.ELA-Literacy- RI.3.3 & RI.3.8].

- Students scoring at or above Achievement Level 4 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- Literary Analysis: Fiction and Nonfiction- [LA.3-5.2.1.2] Character development; Character point of view; Plot development; Problem/Resolution; Setting [NGSSS] Students experienced difficulty identifying and interpreting elements of story structure within and across texts and communicating their own point of view of a text and of an author's point of view. [CCSS.ELA-Literacy-RL.3.3 & RL.3.6]

- Students' performance data from the 2013 FCAT indicates that there is a deficiency in students making learning gains in Reporting Category 2- Reading Application- [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS]

- Students' performance data from the 2013 FCAT indicates that there is a deficiency in the students in the lowest 25% making learning gains in Reporting Category 2- Reading Application- [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS]

- Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Listening and Speaking. 58% of students scored proficient in LISTENING/SPEAKING on the Comprehensive English Language Learning Assessment (CELLA).

- Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Reading. 31% of students scored proficient in READING on the Comprehensive English Language Learning Assessment (CELLA).

- Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Writing. 31% of students scored proficient in WRITING on the Comprehensive English Language Learning Assessment (CELLA).

Plan to Monitor Progress Toward the Goal

To analyze data from the 2013-2014 Interim Assessments and the 2014 FCAT 2.0

Person or Persons Responsible
MTSS/LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
2013-2014 Interim Assessments/ FCAT 2.0 2014

G2. The number of students scoring at or above a 3.5 on the 2014 administration of the Writing Florida Comprehensive Assessment Test (FCAT) will be at least 80 percent. This will represent a two percentage point increase from the 2013 FCAT administration.

Targets Supported
- Writing

Resources Available to Support the Goal
- Classroom Teachers Reading Liaison

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2013 FCAT Writing demonstrated that students had difficulty in narrative writing. Students experienced difficulty in writing narrative accounts with a creative interest by adding supporting details and had limited word choice used throughout the writing.

Plan to Monitor Progress Toward the Goal

Analyze the 2013-2014 Interim Assessments and FCAT 2.0 2014 data.

Person or Persons Responsible
LTT/MTSS

Target Dates or Schedule:
Ongoing

Evidence of Completion:
2013-2014 Interim Assessments, FCAT 2.0 2014

G3. The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 80 percent. This will represent a 7 percentage points increase from the 2013 Mathematics FCAT.

Targets Supported

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

Resources Available to Support the Goal

- Go Math Series Tutoring Tutors Successmaker

Targeted Barriers to Achieving the Goal

- Students in the White subgroup did not make their 2012-2013 AMO on the 2013 FCAT 2.0. These students need more opportunities using hands-on manipulatives and defining and using the mathematical vocabulary for their specific grade levels.

- Students in the ELL subgroup did not make their 2012-2013 AMO on the 2013 FCAT 2.0. These students need more opportunities using hands-on manipulatives and defining and using the mathematical vocabulary for their specific grade levels.

- The SWD and ED subgroups did not make their 2012-2013 AMO. SWD and ED students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

- Students performance data from the 2013 FACT 2.0, indicates that students scoring Level 3 in Grade 3 experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

- According to the results of the 2013 FACT 2.0, students scoring at Level 3 in Grade 4 experienced difficulty in Reporting Category 1, Number: Operations and Problems. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.4.OA.C.5; CCSS.Math.Content.4.MD.B.4].

- According to the results of the 2013 FACT 2.0, students scoring at level 3 in Grade 5 experienced difficulty in Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts [CCSS.Math.Content.3.NF.A.3d]

- According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 3 experienced difficulty in Reporting Category 2, Number: Fractions. [MA.3.A.2.1; MA.3.A.2.3; MA.3.A.2.4] Students need increased opportunities to explore and use manipulatives/models [NGSSS]. Students need to be able to Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. [CCSS.Math.Content.3.NF.A.3c]

- According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 4 experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.4.G.3.2]; . Students need increased opportunities to describe three-dimensional shapes and analyze their properties [NGSSS] Students need increased opportunities to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size [CCSS.Math.Content.4.G.A.2]

- According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 5 experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.5.G.3.2]; . Students need increased opportunities to describe and to be able to explain attributes of three-

dimensional shapes and analyze their properties, including volume and surface area [NGSSS and CCSS.Math.Content.5.G.B.3].

- Students' performance data from the 2013 FACT 2.0, indicates that the students making learning gains experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

- Students' performance data from the 2013 FACT 2.0, indicates that the students in the lowest 25% making learning gains experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

Plan to Monitor Progress Toward the Goal

Analyze Interim and Baseline Data

Person or Persons Responsible
MTSS/LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
2013-2014Interim Assessments/ FCAT 2.0 2014

G4. The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 62 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Science Text Book Supplies for labs

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 3, Physical Science.[SC.5.P.10.2; SC.5.P.13.1; SC.P.10.4; SC.5.P.13.2]. Students need increased opportunities to 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.[NGSSS]

- According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 4, Life Science [SC.4.L.16.4; SC.5.L.14.2]. Students need increased opportunities to be able to identify the functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain [NGSSS].

- According to the results of the 2013 Science FACT 2.0, students scoring at or above Achievement Level 4 experienced difficulties in Reporting Category 2, Earth and Space Science [SC.4.E.5.4; SC.4.E.6.2; SC.4.E.6.4]. Students need increased opportunities to be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather [NGSSS].

Plan to Monitor Progress Toward the Goal

Analyze data from the 2013-2014 Interims and the 2.0 FCAT 2014

Person or Persons Responsible
MTSS/LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
2013-2014 Interim Assessment/ 2014 FCAT 2.0

G5. To increase the number of students participating in Project Based Learning in STEM to 80 percent in the 2013-2014 school year. This would be an increase of five percentage points over the participation in 2012-2013.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- STEM lab materials STEM lab assistant

Targeted Barriers to Achieving the Goal
- In order to engage students in the scientific problem solving process, the number of students participating in Project Based Learning in STEM needs to be increased. There has been a small percentage of students, 7% of students, participating in The District Science Fair and the Environmental Educational Science programs.

Plan to Monitor Progress Toward the Goal

Analyze the Interim and FCAT data

Person or Persons Responsible
MTSS/ LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
2013-2014 Interim Assessments/ FCAT 2.0 2014

G6. The number of at risk students at Sunset Park Elementary will decrease this 2013-2014 school year.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Counselor

Targeted Barriers to Achieving the Goal
- In 2013, 5% of the students missed 10% or more of the available instructional time. The target in 2014 is to decrease the number of students who missed 10% or more instructional time to 4%. The parents are the barriers in achieving the attendance goal, since they are the ones who bring their children to school or keep them at home. Students need to attend school regularly to succeed, being in school on a regular and consistent basis leads to succeeding in school.

- Data from the 2012-2013 school year indicated that 38% of students were not proficient in reading by third grade. Students need strong reading skills in order to learn and be successful in all school subjects, such as science, social science, writing, reading, and even math. In monitoring the Early Warning Systems, the MTSS/RtI team and LLT team will monitor the retained 3rd grade students and other students that are not proficient readers by third grade.

- SCAM reports from the 2012-2013 school year indicates that 7% of students received two or more behavioral referrals during the school year. In monitoring the Early Warning Systems, the MTSS/RtI team and guidance counselor will monitor the students who receive two or more behavioral referrals and who receive one or more behavior referrals that lead to suspension. They will work to decrease the number of students receiving two or more behavioral referrals by 1% and decrease the number of students receiving one or more behavioral referrals that lead to suspension by 0%.

- Data from the 2012-2013 school year indicates that 5% of the students were retained in grades PreK-5. The target for the 2013- 2014 school year is 4%. In monitoring the students in the RtI process, Administration will monitor the students who were retained and will ensure proper implementation of the RtI process.

Plan to Monitor Progress Toward the Goal

Analyze the data to monitor the progress towards meeting the 2013-2014 goal.

Person or Persons Responsible
MTSS/LLT

Target Dates or Schedule:
Ongoing

Evidence of Completion:
2013-2014 Interim Assessments, 2014 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

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

G1. The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 77 percent. This will represent a five percentage point increase from the 2013 FCAT administration.

G1.B1 Students in the Hispanic Subgroups 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.3]. The students had difficulties reading grade-level text and identifying chronological order events within a text [NGSSS].

G1.B1.S1 Provide teachers with professional development in the use of data when making instructional decisions.

Action Step 1

Teachers will assign the students work on SuccessMaker based on standards that they are having difficulties with.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SuccessMaker reports

Facilitator:

Maria Bonachea

Participants:

All Teachers

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

Utilizing the FCIM, administration will have monthly data chats with teachers to review classroom assessment data in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. Also, administration will have quarterly data chats with teachers to review Interim Assessment data. In addition,administration will use edusoft to track the progress of theBlack, Hispanic, and White subgroup student's to determine if they are improving in this area.

Person or Persons Responsible

Administration,LLT

Target Dates or Schedule

Monthly Classroom data, Quarterly Interim Assessment data

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment data. Also, administration will have monthly data chats to review classroom assessment data in order to monitor students' knowledge in the area of chronological order and will adjust instruction as needed. In addition, administration will use edusoft to track the progress of the Black, Hispanic, and White subgroup student's to determine if they are improving in this area.

Person or Persons Responsible

Administration, LLT

Target Dates or Schedule

Monthly Classroom Data, Quarterly Interim Assessment Data

Evidence of Completion

Formative Assessments:Baseline Assessment,Interim Assessments,Florida Assessment for Instruction in Reading(FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G1.B1.S2 Students will complete a daily Successmaker session in Reading.

Action Step 1

Successmaker

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Successmaker reports

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

Monitory Successmaker for fidelity

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Successmaker Reports, FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B1.S2

Monitor Student progress in Successmaker

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

FCAT 2.0 Reading

G1.B2 Students in the ELL subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]. The students had difficulties identifying the main idea and essential message in grade level text [NGSSS]. Inferring, summarizing, visualizing, and identifying relevant details.[RI.3.1 & RI.3.2]

G1.B2.S1 Provide students with opportunities to use ESOL strategies to strengthen their knowledge of understanding the main idea of a grade-level text.

Action Step 1

Students should practice using think aloud to infer, summarize, and identify main ideas on grade-level text. Teachers should model the think aloud strategy prior to allowing them to do it independently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and classroom assessments

Action Step 2

Using ESOL strategies, ELL students will have stories read aloud to them and they will use the visualizing strategy to grasp the understanding of the text. They will be able to illustrate pictures of what they were visualizing as the story was being read to them.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and classroom assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of main idea and essential message, inferring, summarizing, visualizing, and identifying relevant details and will adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule

Monthly for classroom data, Quarterly for Interim Assessment Data

Evidence of Completion

Student Work/ Quiz results

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of main idea and essential message, inferring, summarizing, visualizing, and identifying relevant details and will adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule

Monthly for classroom assessments, Quarterly for Interim Assessments

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Summative Assessment: 2014 FCAT 2.0

G1.B3 Students in the ED subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]. The students had difficulties identifying the main idea and essential message in grade level text [NGSSS]. Inferring, summarizing, visualizing, and identifying relevant details. [CCSS.ELA.Literacy.R1.5.1]

G1.B3.S1 Provide students with opportunities to use ask and answer such questions as who, what, where, when why, and how to demonstrate understanding of key details/information and events in literature and informational text during classroom instruction and during differentiated instructional time.

Action Step 1

Teachers will assign the students work on Success maker based on standards that they are having difficulties with.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SuccessMaker reports

Facilitator:

Webinars/ Maria Bonachea

Participants:

All Teachers

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of main idea and essential message, inferring, summarizing, visualizing, and identifying relevant details and will adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule

Monthly for classroom data and SuccessMaker data Quarterly for Interim Assessment Data

Evidence of Completion

Classroom Assessments, InterimAssessments

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of main idea and essential message, inferring, summarizing, visualizing, and identifying relevant details and will adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI

Target Dates or Schedule

Monthly for classroom data, Quarterly for Interim Assessment data

Evidence of Completion

Classroom Assessments, Interim Assessments

G1.B4 Students scoring at Level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- Reading Application- [LA.3-5.1.7.4] Cause and Effect [NGSSS] Students experienced difficulty identifying causal relationships imbedded in text. [CCSS.ELA-Literacy-RI.3.3 & RI.3.8].

G1.B4.S1 Students will have opportunities to describe the logical connection of cause and effect relationships between particular sentences and paragraphs in a text.[CCSS.ELA. Literacy.RI.3.1 & RI.3.2]

Action Step 1

Instruction will include teachers increasing stress on expository text to identify cause and effect relationships. Students should practice locating key words in a text that identifies when ideas in a story are identifying cause and effect relationships.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, benchmark assessments

Action Step 2

Students should practice using visual aids and graphic organizers (cause and effect chart, common core teacher's toolkit) to comprehend grade-level text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, benchmark assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of Cause and Effect and to adjust instruction as needed.

Person or Persons Responsible

Administration, LLT, MTSS/RtI

Target Dates or Schedule

Monthly for classroom data, Quarterly for Interim Assessmentdata

Evidence of Completion

Classroom Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the area of Cause and Effect and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom Assessments Quarterly for Interim Assessments

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014FCAT 2.0

G1.B5 Students scoring at or above Achievement Level 4 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 3- Literary Analysis: Fiction and Nonfiction- [LA.3-5.2.1.2] Character development; Character point of view; Plot development; Problem/Resolution; Setting [NGSSS] Students experienced difficulty identifying and interpreting elements of story structure within and across texts and communicating their own point of view of a text and of an author's point of view. [CCSS.ELA-Literacy-RL.3.3 & RL.3.6]

G1.B5.S1 Provide students with opportunities to identify and interpret elements of story structure within and across texts and communicating their own point of view of a text and of an author's point of view. [CCSS.ELA-Literacy-RL.3.3 & RL.3.6]

Action Step 1

Students should be provided opportunities to distinguish their own point of view from that of the narrator, characters, or of the author of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Assessments, Benchmark Assessments

Action Step 2

Instruction should include the use of story maps to teach students to work with story structure for better comprehension so they can learn to summarize the main ideas, characters, setting, and plot of an assigned reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Benchmark Assessments

Action Step 3

Instruction should include teachers modeling to students the practice of returning to the text to use evidence to support and verify their answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Benchmark Assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom data, Quarterly for Interim Assessment

Evidence of Completion

Classroom Assessments and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom data, Quarterly for Interim Assessment data

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G1.B6 Students' performance data from the 2013 FCAT indicates that there is a deficiency in students making learning gains in Reporting Category 2- Reading Application- [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS]

G1.B6.S1 Provide students with opportunities to read and comprehend literature and informational text at the high end of their grade level text complexity band independently and proficiently to support their ideas and answers.

Action Step 1

Teachers should emphasis instruction that helps build understanding of identifying sequence of events in texts while putting increase stress on expository text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples and Classroom assessments

Action Step 2

Students will utilize instructional graphic organizers such as time lines to identify order in which events happen.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples and Classroom assessments

Action Step 3

Students will utilize instructional graphic organizers such as main idea tables to identify the main idea and supporting details of a text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom Assessment,s Quarterly for Interim Assessments

Evidence of Completion

Classroom Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.

Person or Persons Responsible

Administration, MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom data, Quarterly for Interim Assessment data

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G1.B7 Students' performance data from the 2013 FCAT indicates that there is a deficiency in the students in the lowest 25% making learning gains in Reporting Category 2- Reading Application- [LA.3-5.1.7.3] Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order [NGSSS]

G1.B7.S1 Provide students with consistent implementation of differentiated instruction based on student data.

Action Step 1

Teachers will Implement and monitor the use of Successmaker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Successmaker data reports

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.In addition, review reports from SuccessMaker, Reading Plus, and FCAT Explorer to make instructional decisions.

Person or Persons Responsible

Administration,MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom data

Evidence of Completion

Classroom Assessments and Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' knowledge in the areas of Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, and Chronological Order and to adjust instruction as needed.In addition, review reports from SuccessMaker, Reading Plus, and FCAT Explorer to make instructional decisions.

Person or Persons Responsible

Administration,MTSS/RtI, LLT

Target Dates or Schedule

Monthly for classroom data Quarterly for Interim Assessment data

Evidence of Completion

Formative Assessments: Baseline Assessment,Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G1.B8 Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Listening and Speaking. 58% of students scored proficient in LISTENING/SPEAKING on the Comprehensive English Language Learning Assessment (CELLA).

G1.B8.S1 Provide students with additional opportunities to speak in English and understand spoken English in the classroom and outside of the classroom setting

Action Step 1

During instruction, students will be provided with opportunities to listen to the teacher modeling how to read fluently, participate in read-alouds, and participate in choral reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, Oral reading presentations using rubrics

Action Step 2

Teacher will use repetition in the classroom and repeat directions so that second-language learners have more time for processing and an opportunity to confirm or correct perception.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observations

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

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

LLT, MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Students quarterly writing activities, student response journals, and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B8.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

LLT, MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments –Students quarterly writing activities, student response journals, and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA

G1.B9 Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Reading. 31% of students scored proficient in READING on the Comprehensive English Language Learning Assessment (CELLA).

G1.B9.S1 Students will be provided with additional opportunities to read in English.

Action Step 1

Teachers will use K-W-L charts to activating Prior Knowledge of the students to help The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom Assessments

Action Step 2

During instruction, teachers will use Question-Answer-Relationship (QAR) with students to teach them how to ask questions about their reading and help them find answers in a text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom Assessments

Plan to Monitor Fidelity of Implementation of G1.B9.S1

The LLT along with the MTSS/RtI team will Monthly Observations, rubrics, Assessments monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Observations, rubrics, Assessments

Plan to Monitor Effectiveness of G1.B9.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments –Students quarterly writing activities, student response journals, and rubrics utilized during instruction. Summative Assessment – Results of the 2014 CELLA them make connections to the new information they will be learning.

G1.B10 Data shows there is a deficiency of students scoring proficiency on the on the Comprehensive English Language Learning Assessment (CELLA) in Writing. 31% of students scored proficient in WRITING on the Comprehensive English Language Learning Assessment (CELLA).

G1.B10.S1 Students will be provided with additional opportunities to practice academic and process writing.

Action Step 1

Students will participate in the school-wide monthly writing activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples, writing rubrics

Action Step 2

Students will be able to use reading response journals to record their feelings, responses, and reactions to reading texts. This will encourage them to think deeply about the texts they have read and to relate this information to their prior knowledge and experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, writing rubrics

Plan to Monitor Fidelity of Implementation of G1.B10.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples with rubrics

Plan to Monitor Effectiveness of G1.B10.S1

The LLT along with the MTSS/RtI team will monitor the implementation of identified strategies through the FCIM process and make adjustment to instruction.

Person or Persons Responsible

MTSS/RtI, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments –Students quarterly writing activities, student response journals, and rubrics utilized during instruction. SummativeAssessment – Results of the 2014 CELLA

G2. The number of students scoring at or above a 3.5 on the 2014 administration of the Writing Florida Comprehensive Assessment Test (FCAT) will be at least 80 percent. This will represent a two percentage point increase from the 2013 FCAT administration.

G2.B1 Students' performance data from the 2013 FCAT Writing demonstrated that students had difficulty in narrative writing. Students experienced difficulty in writing narrative accounts with a creative interest by adding supporting details and had limited word choice used throughout the writing.

G2.B1.S1 Provide students with opportunities to write narrative accounts with a creative interest by adding supporting details and adding word choice used throughout the writing.

Action Step 1

Students will participate in small group guided instruction along with peer editing and revision.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples

Action Step 2

During writing instruction, students will develop a prewriting plan that includes: main idea, supporting details, descriptive details, characters, the use of figurative and descriptive language and transitional words/phrases that are appropriate to produce creative interest in supporting details and word choice as evidenced in monthly narrative writing prompts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student Writing samples

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

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

Administration, LLT and the MTSS/ RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Student Writing Samples

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM, monthly narrative writing prompts will be scored by teachers and reviewed by the LLT and the MTSS/ RtI teams in order to monitor students' progress in the identified areas of need and to regroup for instruction.

Person or Persons Responsible

LLT, MTSS/RtI, Adminsitration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Monthly writing prompts,District Interim Assessment Summative Assessment:2014 FCAT 2.0

G3. The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 80 percent. This will represent a 7 percentage points increase from the 2013 Mathematics FCAT.

G3.B1 Students in the White subgroup did not make their 2012-2013 AMO on the 2013 FCAT 2.0. These students need more opportunities using hands-on manipulatives and defining and using the mathematical vocabulary for their specific grade levels.

G3.B1.S1 These students will be provided with more opportunities to use hands-on manipulatives to apply math concepts to real life situations.

Action Step 1

Engage students in hands-on activities to introduce and review the concept Of mathematical standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Work samples, Classroom Assessments, Interim Assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Student Work

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Interim and Baseline Assessments

G3.B2 Students in the ELL subgroup did not make their 2012-2013 AMO on the 2013 FCAT 2.0. These students need more opportunities using hands-on manipulatives and defining and using the mathematical vocabulary for their specific grade levels.

G3.B2.S1 These students will define and use the mathematical vocabulary for their specific grade levels.

Action Step 1

Students will use mathematical journals to write down mathematics vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student journals

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: monthly SuccessMaker reports, and Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B3 The SWD and ED subgroups did not make their 2012-2013 AMO. SWD and ED students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B3.S1 Students will be provided with multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

Action Step 1

Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Observation of mathematics journals, classroom assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B3.S2 Students will complete a 15 min Successmaker math session.

Action Step 1

Successmaker program will be implemented throughout the school.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Successmaker reports

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Monitory the Successmaker with fidelity

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Successmaker Reports, FCAT Math 2.0

Plan to Monitor Effectiveness of G3.B3.S2

Monitor Successmaker reports

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

FCAT 2.0 Math

G3.B4 Students performance data from the 2013 FACT 2.0, indicates that students scoring Level 3 in Grade 3 experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

G3.B4.S1 Students will be provided with increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs.

Action Step 1

Provide student with the opportunity to extend numeric or graphic patterns beyond the next element or find one or more missing elements in a numeric or graphic pattern.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Tests, Interim Assessments

Action Step 2

Provide students with the opportunity to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Tests, Interim Assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B5 According to the results of the 2013 FACT 2.0, students scoring at Level 3 in Grade 4 experienced difficulty in Reporting Category 1, Number: Operations and Problems. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.4.OA.C.5; CCSS.Math.Content.4.MD.B.4].

G3.B5.S1 Students will be provided with increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.4.OA.C.5; CCSS.Math.Content.4.MD.B.4].

Action Step 1

Provide opportunities for students to translate a written description or a graphic representation to an expression or equation, which may include two operations and/or a variable, and vice versa

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Classroom Assessments

Action Step 2

Provide opportunities for students to multiply multi-digit whole numbers through four digits, including solving real-world problems and checking reasonableness of results

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, Classroom Assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

> **Person or Persons Responsible**
>
> Administration, Mathematics Liaison
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

> **Person or Persons Responsible**
>
> Administration, Mathematics Liaison
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B6 According to the results of the 2013 FACT 2.0, students scoring at level 3 in Grade 5 experienced difficulty in Reporting Category 1, Number: Base Ten and Fractions. Students need increased opportunities to identify, compare and order fractions in real world contexts [CCSS.Math.Content.3.NF.A.3d]

G3.B6.S1 Students will be provided with increased opportunities to identify, compare and order fractions in real world contexts

Action Step 1

Provide opportunities for students to add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Student work

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B7 According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 3 experienced difficulty in Reporting Category 2, Number: Fractions. [MA.3.A.2.1; MA.3.A.2.3; MA.3.A.2.4] Students need increased opportunities to explore and use manipulatives/models [NGSSS]. Students need to be able to Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. [CCSS.Math.Content.3.NF.A.3c]

G3.B7.S1 Students need more experiences expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. [CCSS.Math.Content.3.NF.A.3c]

Action Step 1

Provide students with the opportunities to identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom Assessments

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

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B7.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B8 According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 4 experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.4.G.3.2]; . Students need increased opportunities to describe three-dimensional shapes and analyze their properties [NGSSS] Students need increased opportunities to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size [CCSS.Math.Content.4.G.A.2]

G3.B8.S1 Students need increased opportunities to classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.

Action Step 1

Provide students with the opportunities to identify or describe a situation that requires the use of the area formula in a real- world context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Student work samples

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B8.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B9 According to the results of the 2013 FACT 2.0, students scoring at Level 4 or above in Grade 5 experienced difficulty in Reporting Category 3, Geometry and Measurement [MA.5.G.3.2]; . Students need increased opportunities to describe and to be able to explain attributes of three-dimensional shapes and analyze their properties, including volume and surface area [NGSSS and CCSS.Math.Content.5.G.B.3].

G3.B9.S1 Students need increased opportunities to describe and to be able to explain attributes of three-dimensional shapes and analyze their properties, including volume and surface area.

Action Step 1

Identify or describe a situation that requires the use of the area formula in a real-world context

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples, Classroom Assessments

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessments, Classroom Assessments

Plan to Monitor Effectiveness of G3.B9.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration,Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments:Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G3.B10 Students' performance data from the 2013 FACT 2.0, indicates that the students making learning gains experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

G3.B10.S1 Students will be provided with increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3]

Action Step 1

Students will identify models of multiplication and/or division situations for basic multiplication facts and/or the related division facts

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom work samples, Classroom Assessments

Plan to Monitor Fidelity of Implementation of G3.B10.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B10.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0 🗏

G3.B11 Students' performance data from the 2013 FACT 2.0, indicates that the students in the lowest 25% making learning gains experienced difficulty in Reporting Category 1, Number: Operations, Problems, and Statistics. Students need increased opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

G3.B11.S1 Students will be provided with more opportunities to use mathematical fluency and problem solving proficiency in the areas of multiplication, patterns, and graphs [CCSS.Math.Content.3.MD.B.3; CCSS.Math.Content.3.OA.D.9]

Action Step 1

Students will identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is multiplication.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Classroom work samples

Action Step 2

Students will identify the next element in a graphic or numeric pattern; describe the rule for a pattern or the relationship between whole numbers when the operation is multiplication.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Classroom work samples

Plan to Monitor Fidelity of Implementation of G3.B11.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G3.B11.S1

Utilizing the FCIM, administration will have quarterly data chats with teachers to review Interim Assessment Data along with classroom monthly assessment data in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Mathematics Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4. The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 62 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G4.B1 According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 3, Physical Science.[SC.5.P.10.2; SC.5.P.13.1; SC.P.10.4; SC.5.P.13.2]. Students need increased opportunities to 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.[NGSSS]

G4.B1.S1 Students will be provided with opportunities to 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,

Action Step 1

Students will be given opportunities to incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and benchmark assessments

Facilitator:

Science Liaison

Participants:

All Science Teachers

Action Step 2

Students will be given more opportunities to work on rigorous activities, high order questioning strategies that will increase their conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and benchmark assessments

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

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Math liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Assessments, Benchmark Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Math Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4.B2 According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 4, Life Science [SC.4.L.16.4; SC.5.L.14.2]. Students need increased opportunities to be able to identify the functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain [NGSSS].

G4.B2.S1 Students need increased opportunities to be able to identify the functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain.

Action Step 1

Students will be given opportunities to incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments, Interim Assessments, Gizmo reports and FCAT Explorer reports.

Action Step 2

Students will be given opportunities to engage in differentiated instruction strategies to address their need

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Assessments and Interim Assessments

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

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources on a monthly basis in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration and the Science Liaison

Target Dates or Schedule

Monthly for classroom data and technology data Quarterly for Interim Assessments

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources on a monthly basis in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly/ Quarterly

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G4.B3 According to the results of the 2013 Science FACT 2.0, students scoring at or above Achievement Level 4 experienced difficulties in Reporting Category 2, Earth and Space Science [SC.4.E.5.4; SC.4.E.6.2; SC.4.E.6.4]. Students need increased opportunities to be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather [NGSSS].

G4.B3.S1 Students need increased opportunities to be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

Action Step 1

Students will be given more opportunities to work on rigorous activities, high order questioning strategies that will increase their conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom samples, Classroom assessments, benchmark assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources, on a monthly basis, in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration,Mathematics Liaison

Target Dates or Schedule

Monthly, Quarterly

Evidence of Completion

Classroom Assessments, Interim Assessments

Plan to Monitor Effectiveness of G4.B3.S1

Administration will have quarterly data chats with teachers to review Interim Assessment Data. The Science Liaison along with the department chairperson will monitor data from the instructional technology resources, on a monthly basis, in order to monitor students' progress and will adjust instruction as needed.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly for classroom data Quarterly for Interim Assessment data

Evidence of Completion

Formative Assessments: Baseline Assessment and District Interim Assessments Summative Assessment: 2014 FCAT 2.0

G5. To increase the number of students participating in Project Based Learning in STEM to 80 percent in the 2013-2014 school year. This would be an increase of five percentage points over the participation in 2012-2013.

G5.B1 In order to engage students in the scientific problem solving process, the number of students participating in Project Based Learning in STEM needs to be increased. There has been a small percentage of students, 7% of students, participating in The District Science Fair and the Environmental Educational Science programs.

G5.B1.S1 Students will get more opportunities to incorporate an interdisciplinary approach to education through environmental projects and activities.

Action Step 1

Students will get more opportunities to engage in hands-on, real-world STEM applications through projects and activities.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student Work

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

Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Science Liaison, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G5.B1.S1

Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Administration, Science Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Interim and Baseline Assessments

G6. The number of at risk students at Sunset Park Elementary will decrease this 2013-2014 school year.

G6.B1 In 2013, 5% of the students missed 10% or more of the available instructional time. The target in 2014 is to decrease the number of students who missed 10% or more instructional time to 4%. The parents are the barriers in achieving the attendance goal, since they are the ones who bring their children to school or keep them at home. Students need to attend school regularly to succeed, being in school on a regular and consistent basis leads to succeeding in school.

G6.B1.S1 Provide students with incentives for coming to school on a daily basis.

Action Step 1

The MTSS/RtI team and attendance committee will provide students with counseling if they have missed 10 percent or more of available instructional time.

Person or Persons Responsible

MTSS/RtI team and attendance committee

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance logs

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

The MTSS/RtI team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.

Person or Persons Responsible

The MTSS/RtI team and attendance committee

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Logs

Plan to Monitor Effectiveness of G6.B1.S1

The MTSS/RtI team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.

Person or Persons Responsible

MTSS/RtI and Attendance committee

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance logs

G6.B2 Data from the 2012-2013 school year indicated that 38% of students were not proficient in reading by third grade. Students need strong reading skills in order to learn and be successful in all school subjects, such as science, social science, writing, reading, and even math. In monitoring the Early Warning Systems, the MTSS/RtI team and LLT team will monitor the retained 3rd grade students and other students that are not proficient readers by third grade.

G6.B2.S1 Provide students with additional instructional time during after school tutorials for the students that are not proficient in reading by third grade.

Action Step 1

The MTSS/RtI and LLT team will work together along with the classroom teacher and parent(s) to develop a plan to provide special instruction in reading to assist the students that are not proficient readers and that are retained 3rd grade students.

Person or Persons Responsible

MTSS/RtI, teachers, and LLT

Target Dates or Schedule

ongoing

Evidence of Completion

FAIR reports, Interim Assessments Classroom assessments

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

The MTSS/RtI team, LLT, and attendance committee with review attendance logs and monitor and track the attendance of students that are not proficient in reading by third grade. They will constantly contact the parents of these students and educate them on the importance of coming to school daily.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

ongoing

Evidence of Completion

FAIR reports, Interim Assessments, Classroom Assessments

Plan to Monitor Effectiveness of G6.B2.S1

The MTSS/RtI team, LLT, and attendance committee with review attendance logs and monitor and track the attendance of students that are not proficient in reading by third grade. They will constantly contact the parents of these students and educate them on the importance of coming to school daily.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker Reports Summative Assessment: 2014 FCAT 2.0

G6.B3 SCAM reports from the 2012-2013 school year indicates that 7% of students received two or more behavioral referrals during the school year. In monitoring the Early Warning Systems, the MTSS/RtI team and guidance counselor will monitor the students who receive two or more behavioral referrals and who receive one or more behavior referrals that lead to suspension. They will work to decrease the number of students receiving two or more behavioral referrals by 1% and decrease the number of students receiving one or more behavioral referrals that lead to suspension by 0%.

G6.B3.S1 Students that receive two or more behavioral referrals will be provided with group counseling opportunities to work on self-esteem and self-reflecting on their behaviors.

Action Step 1

The Guidance Counselor and the teachers will identify students for "Doing the Right Thing" and their names will be announced by administration during the morning announcements.

Person or Persons Responsible

Attendance committee, MTSS/RtI, Guidance counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Number of SCAMS received, COGNOS report on suspension levels.

Action Step 2

The Guidance Counselor will provide peer mediation as a means of assisting with conflict resolution.

Person or Persons Responsible

Attendance committee, MTSS/RtI, Guidance counselor

Target Dates or Schedule

ongoing

Evidence of Completion

Number of SCAMS received, COGNOS report on suspension levels

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

The MTSS/RtI, attendance committee, and guidance counselor will meet regularly with the students that are receiving tow or more SCAMS and provide positive reinforcement when they are acting appropriately.

Person or Persons Responsible

MTSS/RtI, Attendance Committee, Guidance Counselor

Target Dates or Schedule

ongoing

Evidence of Completion

COGNOS report and the number of SCAMS received

Plan to Monitor Effectiveness of G6.B3.S1

The MTSS/RtI, attendance committee, and guidance counselor will meet regularly with the students that are receiving tow or more SCAMS and provide positive reinforcement when they are acting appropriately.

Person or Persons Responsible

MTSS/RtI, Guidance Counselor, Attendance Committee

Target Dates or Schedule

ongoing

Evidence of Completion

COGNOS Report and the number of SCAMS written.

G6.B4 Data from the 2012-2013 school year indicates that 5% of the students were retained in grades PreK-5. The target for the 2013- 2014 school year is 4%. In monitoring the students in the RtI process, Administration will monitor the students who were retained and will ensure proper implementation of the RtI process.

G6.B4.S1 Retainees will receive research based interventions targeting identified weaknesses.

Action Step 1

RtI team/ Administration will provide students with 30 minutes daily of interventions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples/ OPM data

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

RtI team/ Administration will monitor the implementation of the RtI process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples/ OPM data

Plan to Monitor Effectiveness of G6.B4.S1

MTSS/ LLT will monitor the 2013-2014 benchmark assessements.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-2014 Interim Assessments, 2014 FCAT 2.0

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

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

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

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

* training to certify qualified mentors for the New Teacher (MINT) Program

*training for add-on endorsement programs, such as Reading, Gifted, ESOL

* training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on MTSS? RtI implementation

Title III

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

Title VI, Part B – N/A

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)- N/A

Violence Prevention Programs- N/A
Nutrition Programs
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy
Housing Programs - N/A
Head Start- N/A
Adult Education- N/A
Career and Technical Education- N/A
Job Training- N/A
Other
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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. The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 77 percent. This will represent a five percentage point increase from the 2013 FCAT administration.

G1.B1 Students in the Hispanic Subgroups 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.3]. The students had difficulties reading grade-level text and identifying chronological order events within a text [NGSSS].

G1.B1.S1 Provide teachers with professional development in the use of data when making instructional decisions.

PD Opportunity 1

Teachers will assign the students work on SuccessMaker based on standards that they are having difficulties with.

Facilitator

Maria Bonachea

Participants

All Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SuccessMaker reports

G1.B3 Students in the ED subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]. The students had difficulties identifying the main idea and essential message in grade level text [NGSSS]. Inferring, summarizing, visualizing, and identifying relevant details. [CCSS.ELA.Literacy.R1.5.1]

G1.B3.S1 Provide students with opportunities to use ask and answer such questions as who, what, where, when why, and how to demonstrate understanding of key details/information and events in literature and informational text during classroom instruction and during differentiated instructional time.

PD Opportunity 1

Teachers will assign the students work on Success maker based on standards that they are having difficulties with.

Facilitator

Webinars/ Maria Bonachea

Participants

All Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

SuccessMaker reports

G4. The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 62 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G4.B1 According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 3, Physical Science.[SC.5.P.10.2; SC.5.P.13.1; SC.P.10.4; SC.5.P.13.2]. Students need increased opportunities to 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.[NGSSS]

G4.B1.S1 Students will be provided with opportunities to 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,

PD Opportunity 1

Students will be given opportunities to incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)

Facilitator

Science Liaison

Participants

All Science Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and benchmark assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 77 percent. This will represent a five percentage point increase from the 2013 FCAT administration.	$41,200
G3.	The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 80 percent. This will represent a 7 percentage points increase from the 2013 Mathematics FCAT.	$20,000
G4.	The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 62 percent. This will represent a four percentage point increase from the 2013 FCAT administration.	$17,000
	Total	$78,200

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Total
Title I funds	$33,000	$0	$33,000
EESAC Funds	$0	$0	$0
Title I	$25,000	$12,000	$37,000
EESAC funds	$0	$8,200	$8,200
Total	$58,000	$20,200	$78,200

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

G1. The number of students scoring at or above Level 3 on the 2014 administration of the Reading Florida Comprehensive Assessment Test (FCAT) will be at least 77 percent. This will represent a five percentage point increase from the 2013 FCAT administration.

G1.B2 Students in the ELL subgroups' 2013 FCAT 2.0 performance data indicate that there is a deficiency in Reporting Category 2- Reading Application [LA.3-5.1.7.2]. The students had difficulties identifying the main idea and essential message in grade level text [NGSSS]. Inferring, summarizing, visualizing, and identifying relevant details.[RI.3.1 & RI.3.2]

G1.B2.S1 Provide students with opportunities to use ESOL strategies to strengthen their knowledge of understanding the main idea of a grade-level text.

Action Step 1

Students should practice using think aloud to infer, summarize, and identify main ideas on grade-level text. Teachers should model the think aloud strategy prior to allowing them to do it independently.

Resource Type

Personnel

Resource

Hourly Teachers will provide the students with the appropriate intervention programs during school hours.

Funding Source

Title I funds

Amount Needed

$33,000

Action Step 2

Using ESOL strategies, ELL students will have stories read aloud to them and they will use the visualizing strategy to grasp the understanding of the text. They will be able to illustrate pictures of what they were visualizing as the story was being read to them.

Resource Type

Evidence-Based Materials

Resource

Evidence based materials that target student individual needs.

Funding Source

EESAC funds

Amount Needed

$5,000

G1.B4 Students scoring at Level 3 performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2- Reading Application- [LA.3-5.1.7.4] Cause and Effect [NGSSS] Students experienced difficulty identifying causal relationships imbedded in text. [CCSS.ELA-Literacy-RI.3.3 & RI.3.8].

G1.B4.S1 Students will have opportunities to describe the logical connection of cause and effect relationships between particular sentences and paragraphs in a text.[CCSS.ELA. Literacy.RI.3.1 & RI.3.2]

Action Step 1

Instruction will include teachers increasing stress on expository text to identify cause and effect relationships. Students should practice locating key words in a text that identifies when ideas in a story are identifying cause and effect relationships.

Resource Type

Evidence-Based Materials

Resource

Time for Kids

Funding Source

EESAC Funds

Amount Needed

$3,200

G3. The number of students scoring at or above Level 3 on the 2014 administration of the Mathematics Florida Comprehensive Assessment Test (FCAT) will be at least 80 percent. This will represent a 7 percentage points increase from the 2013 Mathematics FCAT.

G3.B2 Students in the ELL subgroup did not make their 2012-2013 AMO on the 2013 FCAT 2.0. These students need more opportunities using hands-on manipulatives and defining and using the mathematical vocabulary for their specific grade levels.

G3.B2.S1 These students will define and use the mathematical vocabulary for their specific grade levels.

Action Step 1

Students will use mathematical journals to write down mathematics vocabulary.

Resource Type

Personnel

Resource

Hourly Teachers will provide tutoring during the school day.

Funding Source

Title I

Amount Needed

$15,000

G3.B3 The SWD and ED subgroups did not make their 2012-2013 AMO. SWD and ED students need multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

G3.B3.S1 Students will be provided with multiple opportunities to use mathematics vocabulary in real world situations and to apply their knowledge to solving word problems.

Action Step 1

Students will discuss and write about mathematics in their daily journals and will have daily practice in reading, writing and solving word problems related to real world situations

Resource Type

Evidence-Based Materials

Resource

Evidence-Based Materials to enhance student performance.

Funding Source

Title I

Amount Needed

$5,000

G4. The number of students scoring at or above Level 3 on the 2014 administration of the Science Florida Comprehensive Assessment Test (FCAT) will be at least 62 percent. This will represent a four percentage point increase from the 2013 FCAT administration.

G4.B2 According to the results of the 2013 Science FACT 2.0, students scoring at Level 3 experienced difficulties in Reporting Category 4, Life Science [SC.4.L.16.4; SC.5.L.14.2]. Students need increased opportunities to be able to identify the functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain [NGSSS].

G4.B2.S1 Students need increased opportunities to be able to identify the functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain.

Action Step 1

Students will be given opportunities to incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)

Resource Type

Personnel

Resource

Hourly Teachers will provide support for individual student instruction.

Funding Source

Title I

Amount Needed

$10,000

Action Step 2

Students will be given opportunities to engage in differentiated instruction strategies to address their need

Resource Type

Evidence-Based Materials

Resource

Science Related materials for enhanced student achievement.

Funding Source

Title I

Amount Needed

$7,000