Sunset Elementary School

2014-15 School Improvement Plan

Sunset Elementary School

5120 SW 72ND ST, South Miami, FL 33143

http://sunset.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	12%

Alternative/ESE Center	Charter School	Minority
No	No	65%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Sunset Elementary School is to provide our students with a comprehensive international education through language acquisition and innovative programs, facilitated by a highly qualified staff that will enable them to become world leaders.

Provide the school's vision statement

The vision of Sunset Elementary School is to provide our students with a world class education.

School Environment

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

Sunset serves an international community of students who come from over 50 countries and speak many languages. Currently, students from every area of Miami-Dade County attend the school, further helping to create a unique environment of cultures, abilities, and backgrounds. Enrollment of foreign nationals has notably increased over the past three years adding to the school's "Mini-United Nations"culture.
Sunset Elementary educates 1,159 students of various ethnicities and nationalities in Pre-Kindergarten through Fifth Grade. Its diverse student population is comprised of: 54% Hispanic, 43% White (non-Hispanic), 3% Black, 17% are Economically Disadvantaged (ED), 6% English Language Learners (ELL), and 1% Students with Disabilities (SWD). The faculty is as diverse as the school's student population. Additionally, ninety-six percent of teachers at Sunset Elementary are highly qualified, 13% are National Board Certified, and 65% are ESOL Endorsed.
Throughout the school year, teachers focus on making global connections to every subject area. Essential questions explored throughout the school year include:
• What are the roles and responsibilities of a global citizen?
• As a global citizen, why is it important to be aware of other cultures?
• As a global citizen, why is it important to protect the environment?
• As a global citizen, what positive contributions can I make to the global economy?
Maintaining a united focus and perspective is also challenging amongst such culturally diversified stakeholders. In addition to the PTA, the various parent organizations: the French International Parent Association (FIPA), Spanish International Parent Association (SIPA), German International Parent Association (GIPA) and Student Educational Enrichment Drive (SEED) to support Sunset Elementary School, provide opportunities for parents and community members to contribute to the common goal while maintaining their individuality close at heart.

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

Sunset's global citizens lead the way with: integrity in their daily lives; respect for themselves and others; responsibility in choosing what's right; cooperation with their peers; compassion in their thoughts, words, and actions; independence of mind; and service towards others. Special activities which afford students the opportunity to put this into practice include: expansion of the Student Leadership Initiative to include the school's first chapter of the Elementary National Honor Society and business etiquette and protocol education for fifth graders in preparation for secondary school; Kids for Kindness which focuses on community service projects; Student Ambassadors, students

leaders promoting core values and character education amongst each other; Future Educators of America; the Multi-Cultural Exchange program, where students from three diversely populated schools visit other schools and share their experiences; International Book Clubs in French, German and Spanish, as well as traditional book clubs in grades 2 - 5; and environmentally conscious project participation such as the Mangrove Reclamation Project and the Fairchild Challenge.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Teachers, alongside our school's counselors and administrators, focus on helping students demonstrate and embody Sunset Elementary's core values. Every classroom has the Core Values and Sunset's Mission and Vision statements displayed. Besides setting clear expectations and communicating behavioral systems with the students and parents, our school administrators began a "Words of Wisdom" piece during the morning announcements. The daily anecdote from our principal highlights opportunities to improve behavioral practices and role models to imitate. When in need, students may visit our school counselors and/or speak to an administrator, if necessary. Our philosophy is to help the children learn to make the right choice and understand they have the power to make good choices.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Ms. Marisol Castellanos and Ms. Mary Ferrer, our school counselors, visit classrooms to lead lessons and work with our students periodically. They are always available to meet with students upon teacher, parent, and even student request. Both counselors regularly hold "Friendship group" sessions with students during their lunch time. The "Friendship group" sessions enable shy students to learn to make friends and develop their self-esteem. Counselors also refer to outside agencies such as, Psychsolutions, Institute for Child and Families, FIU Center for Children with ADHD and Phobias and Anxiety. "Big Brother Big Sister" is another referral agency that provides "mentoring" for students with an absent parent.

Early Warning Systems

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

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

Sunset Elementary closely monitors students exhibiting Early Warning Indicators and takes preventive measures to ensure students remain on track.
Early Warning Indicators Sunset Elementary early warning indicators include:
- Students scoring a Level 1 in Reading and Math
- Students who have failed a Reading or Math Course
- Students who have had one or more suspensions
- Students who have been retained
- Students with 18 or more days of absences

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	7	2	5	5	8	28
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	2	0	0	2
Level 1 on statewide assessment	0	0	0	7	2	3	12
Students who are retained	0	0	0	2	0	0	2

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Our teachers and administrators employ the following intervention strategies to improve the academic performance of students identified by the early warning system:
- Identify and refer students who may be developing a pattern of tardiness and/or truancy to the MTSS/RtI Team.
- Monitor students who receive two or more behavioral referrals by providing students with counseling and encouraging parental involvement in the process.
- Establish a during school tutorial program to provide assistance to students based on their academic needs.
- Closely monitor student progress and track data to provide immediate support to any student at risk of being retained.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

In addition to the PTA, there are various parent organizations who take an active part in our school community: the French International Parent Association (FIPA), Spanish International Parent Association (SIPA), German International Parent Association (GIPA) and Student Educational Enrichment Drive (SEED) to support Sunset Elementary School. Sunset also:
- Implements an incentive plan for parents of students that live in the extended boundaries to attend PTA opening meeting and follow-up school-wide activities.
- Provides childcare and refreshments to encourage attendance PTA meetings.
- Organizes an annual Volunteer Orientation Meeting offered during the first month of school followed by a series of new Parent Outreach Sessions (6 total) at varying times.

- Uses Connect Ed to communicate activities.
- Communicates electronically through weekly publication of "Go Green Communicator" including upcoming events, activites and deadlines. Many teachers also communicate with parents regularly via class websites and online behavioral programs.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

In order to sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement, Sunset:
- Coordinates, collaborates, and networks amongst the various parent organizations to increase efforts related to family involvement and academic achievement.
- Implements research-based parental involvement plans, practices, programs, and activities such as the Parent Academy for all parents that are linked to improving academic achievement.

Effective Leadership

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

School Leadership Team

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

Name	Title
Leyte-Vidal, Marlene	Principal
Alvarez-Arimon, Ana	Assistant Principal
Gilbert, Gigi	Assistant Principal
Arana, Jeanette	Teacher, K-12
Diaz-Brown, Marlem	Teacher, K-12
Ramirez, Lissette	Teacher, K-12
Hoyo, Cristina	Teacher, K-12
Brown, Maria	Teacher, K-12
Llano, Virginie	Teacher, K-12
Diaz-ortiz, Caridad	Teacher, K-12
Aguero, Andres	Teacher, ESE
Portela, Raquel	Instructional Media
Trujillo, Lourdes	Teacher, K-12
Fernandez, Jacqueline	Teacher, K-12
Romero, Christina	Teacher, K-12
Liliana, Piedra	Teacher, K-12
Millares, Diana	Teacher, K-12
Sandoval, Maria	Teacher, K-12
Pujol Burns, Tere	Teacher, K-12
Castellanos, Marisol	Guidance Counselor
Ferrer, Maria	Guidance Counselor

Duties

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

Dr. Marlene Leyte Vidal, Principal: Provides a common vision and plan for the use of data-driven decision-making, identifies the MTSS/RtI team and ensures the team meets the responsibilities of implementing the MTSS/RtI program, monitors and assesses MTSS/RtI staff members, ensures implementation of the program and documents student progress. The principal provides professional development and resources to support the MTSS/RtI program and communicates with parents regarding the MTSS/RtI plan, as well as monitors the fidelity of the delivery of instruction and interventions.

Dr. Gigi Gilbert and Mrs. Ana Alvarez-Arimon, Assistant Principals: Support the principal in all MTSS/RtI program decisions, including identification of the MTSS/RtI team, implementation and monitoring of the program, monitoring of MTSS/RtI staff and student progress, delivery of adequate professional development and resources, and communication with parents regarding plan and student progress.

Instructional Leaders (Reading, Math, Science): Support all aspects of MTSS/RtI program, participate in data analysis for the purpose of identifying Tier 1, Tier 2, and Tier 3 students, monitor student progress, and participate in the student assessment and data collection process.

Ms. Marlem Diaz-Brown, Ms. Christy Hoyo, and Ms. Lisette Ramirez, Instructional Leaders (Reading, Math, Science) provide guidance and leadership in instructional standards, research-based programs, and curriculum. They participate in data analysis for the purpose of identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress, facilitate student assessment and data collection process. Additionally, instructional liaisons provide professional development, modeling, and assistance in instructional planning and best practices, as well as provide information regarding resources for MTSS/RtI plan, and support all aspects of MTSS/RtI plan.

Grade Level Chairs, Select General Education Teachers: Participate in curriculum planning for core instruction and MTSS/RtI plan, collaborate with administration and instructional coaches in identifying Tier 1, Tier 2, and Tier 3 students, and participate in the implementation of MTSS/RtI plan.

Mr. Andres Aguero, SPED Teacher: Collaborates with MTSS/RtI team in making data-driven decisions, supports the development and implementation of the MTSS/RtI plan, and works with classroom teachers in all aspects of the inclusion program.

Laura Torres- Ramirez, Speech Language Pathologist: Assists in the selection of screening measures, identifies systemic patterns of student need with respect to language skills.

Mr. Steve Gair, Social Worker: Provides services to individual students as needed, links community agencies to the school and families to support the child's academic, emotional, behavioral, and social successes.

Ms. Marisol Castellanos and Ms. Ferrer, Counselors and Ms. Ghiana Jimenez, School Psychologist: Assist in the implementation of the MTSS/RtI process, provide PDs, and progress monitor students in the process.

Additional Support:

Ms. Raquel Portela and Mr. Danny Barahona: Support the MTSS/RtI plan and team by managing the school's technology infrastructure, equipment, and programs, to facilitate implementation of MTSS/RtI plan. The Technology Specialist provides direct assistance to students and teachers with the use of specialized software.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/RtI Leadership Team meets monthly to develop a MTSS/RtI schedule, review data and monitor student progress in order to identify students meeting or exceeding expectations and/or

students at moderate to high risk, identifying Tier 1, 2, and 3 students, and to determine professional development needs, appropriate materials and resources. The team also collaborates regularly to review research-based literature and programs and share best practices.

The FCIM is used to guide in the determination of needs and problem solving strategies. The MTSS/RtI team meets to work on all aspects of the program that support the vision and mission of the school and the MTSS/RtI plan. MTSS/RtI is provided in Reading, Math, and Science by MTSS/RtI team members, including select classroom teachers. The MTSS/RtI plan is implemented through small group differentiated instructional practices, providing student support via the intervention and/or enrichment program, and through traditional inclusion settings.

Title I, Part A: N/A

Title I, Part C: N/A

Title I, Part D: N/A

Title II, Part B: 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 Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III: Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs

• parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers

• reading and supplementary instructional materials

• cultural supplementary instructional materials

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students.

The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application(s).

Title X- Homeless

Sunset Elementary follows the Homeless Students Board Policy.

• 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.

Sunset Elementary has identified Mary Ferrer, Guidance Counselor, as the school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Sunset Elementary does not currently have any students identified as Homeless or Displaced.

Supplemental Academic Instruction (SAI): N/A

Violence Prevention Programs

• Sunset Elementary participates in The Safe and Drug-Free Schools Program addressing violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors, as well as the District's DARE program.

• Training and technical assistance for teachers, administrators and counselors is also a component of this program.

District Policy Against Bullying and Harassment

Sunset Elementary follows the District adopted policy against bullying as follows:

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

• All staff, students, and parents/volunteers MUST receive training on an annual basis.

Sunset Elementary implements 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5.

Nutrition Programs

1) 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

Sunset Elementary participates in the Health Connect in Our Schools as follows:

• 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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Marlene Leyte-VIdal	Principal
Jeanette Alfonso Arana	Teacher
Andres Aguero	Teacher
Maria Pujol	Teacher
Lissett Ramirez	Teacher
Maria Sandoval	Teacher
Rita Suarez	Teacher
Martha Pou	Teacher
Tere Pujol-Burns	Teacher
Cindy Acosta	Education Support Employee
Margie Aragon	Parent
Pete Schmidt	Parent
Tanja Moennichmeyer	Parent
Linda Caffrey	Parent
Carmen Santamaria	Parent
Angelique Ruhi-Lopez	Parent
Eleanor Schmidt	Parent
Evan Abril	Student
Nelson de Leon	Student
Wendy Salomon	Business/Community
Manuel Echevarria	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Our School Advisory Council met monthly to review and approve proposals presented by curriculum leaders. The committee supported projects that were in line with the School Improvement Plan. EESAC committee also ensured that the expenditures funded intervention and enrichment initiatives that supported the core curriculum. The committee reviewed baseline, interim, and state assessments in the process.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Our School Advisory Committee is will use SAC funds to support initiatives the improve student achievement in all academic areas. The SAC committee will use Baseline data in Reading, Math, and Science as well as data from the previous year to make recommendations on school initiatives that are aligned to the School Improvement Plan and within our budget.

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

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

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Leyte-Vidal, Marlene	Principal
Alvarez-Arimon, Ana	Assistant Principal
Gilbert, Gigi	Assistant Principal
Diaz-Brown, Marlem	Teacher, K-12
Arana, Jeanette	Teacher, K-12
Ramirez, Lissette	Teacher, K-12
Hoyo, Cristina	Teacher, K-12
Aguero, Andres	Teacher, ESE
Portela, Raquel	Instructional Media
Trujillo, Lourdes	Teacher, K-12
Fernandez, Jacqueline	Teacher, K-12
Romero, Christina	Teacher, K-12
Liliana, Piedra	Teacher, K-12
Millares, Diana	Teacher, K-12
Brown, Maria	Teacher, K-12
Llano, Virginie	Teacher, K-12
Diaz-ortiz, Caridad	Teacher, K-12
Sandoval, Maria	Teacher, K-12
Pujol Burns, Tere	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

Program. Our school's media specialist's, Ms. Raquel Portela's, enthusiastic weekly AR updates motivate students to visit the library, read books, and take online comprehension quizzes based on their independent reading and instructional levels.

Sunset also organizes book clubs by grade level and foreign language departments beginning in second grade. Students are invited to participate in the monthly meetings which are led by teachers from the various grade levels and departments. Opportunities for parents and the community to read to students is also provided.

Public and Collaborative Teaching

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

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

Sunset Elementary provides all faculty members time to plan with grade level and/or departments. Common planning time ensures that teachers are working collaboratively toward common goals and planning in-depth, rigorous units of study. In addition, our school schedules monthly meetings where grade level chairpersons, curriculum coaches, and administrators come together as a vertical planning team. This type of collaboration creates a positive working relationship among the faculty members.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school has provided numerous professional development sessions focusing on reading, writing, math, and science content areas. English-language teachers, special area teachers, and foreign language teachers have all participated in analyzing the Florida State Standards for their grade levels as well as a grade level below and one above. Teachers have copies of Florida State Standards accessible to them during planning sessions. These professional development sessions have helped teachers select appropriate resources to complement state adoptions. Teachers at each grade level

have common planning time. Use of the district's pacing guides, state standards, and research-based materials are evidenced in the minutes of each grade level's meeting. The school's leadership team meets monthly to discuss data and curriculum resources that could help bridge the gap amongst grade levels and improve students' learning gains.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Reading:
Baseline Data: School's Reading Diagnostic Baseline Test, Progress Monitoring and Reporting Network (PMRN) Grade 3-5, Spring 2013 AP3 FAIR, FCAT 2.0, SAT-10
Progress Monitoring: Florida Assessment for Instruction in Reading (FAIR) Grades 3-5,
Fall and Winter Benchmark Interim Testing data through Thinkgate reports, formative and summative classroom
assessments and theme skills tests, when applicable
End of Year: FSA, SAT-10
Math:
Baseline Data: School's, Pre-test/Post-test, FCAT 2.0, SAT-10
Fall and Winter Benchmark Interim Testing data through Thinkgate reports, formative and summative classroom
assessments and theme skills tests, when applicable
End of Year: FSA, SAT-10
Writing:
Baseline Data: District's Writing Explanation/Informational and Opinion Writing Prompts
Mid-Year District Writing Prompts
Spring Writing FSA
Science:
Baseline: District's Baseline Tests,
Fall and Winter Benchmark Interim Testing data through Thinkgate reports, formative and summative classroom
assessments and theme skills tests, when applicable
End of Year: FCAT 2.0
Based on data findings, Sunset students are offered support services through pull-out and push-in strategies throughout the school day. Teachers use data to form differentiated instruction groups in their classrooms as well as implement research-based, computer programs that help differentiate instruction such as SuccessMaker or the current program, iReady. Students benefiting from enrichment are encouraged to take part in rigorous and complex skill based academic opportunities. A variety of enrichment courses are also offered through our after school community school.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,860

Sunset students are offered student support services through pull-out and push-in strategies throughout the school day. Students benefiting from enrichment are encouraged to take part in rigorous and complex skill based academic opportunities. In addition to the core curriculum courses, students participating in the magnet program have an extended school day and receive an additional two and a half hours of instruction in a Foreign Language (Spanish, French or German), including Reading/Language Arts and Content. Additionally, all students in grades 2 - 5 participate in weekly STEM Lab activities and in the Science Fair.
A variety of enrichment courses are also offered through our after school community school.

Strategy Rationale

Student performance is increased by meeting students' individual learning needs via enrichment for high performing students or intervention for struggling students. The extended school day results in additional opportunities and exposure to a rich and intensive Language Arts curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Leyte-Vidal, Marlene, pr5401@dadeschools.net

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

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

Strategy: Extended School Day
Minutes added to school year: 4,860

Teachers are encouraged to participate in numerous on-site and off-campus PD opportunities. Professional development opportunities are offered on site bi-weekly and a full PD menu is offered on District scheduled Professional Development days. Additionally, teachers participate in collaborative modeling sessions and Professional Learning Communities (PLC) on varied topics of interest. Ample time is allocated for grade level/department common planning time as well as monthly Leadership Team Meetings.

Strategy Rationale

This strategy was chosen because continuous professional development contributes to a well-rounded
education, teacher collaboration, effective planning and professional development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Leyte-Vidal, Marlene, pr5401@dadeschools.net

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

Participation data is collected via session handouts/downloads; professional development logs or completion certificates; Leadership Team, grade level and department level meeting minutes; PLC documentation. Effectiveness of strategy is determined via observation through formal and informal walkthroughs, and continuous analysis of student performance data to analyze progress and/or continued areas for improvement.

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

G2.   To maintain the percentage of students receiving referrals resulting in outdoor suspension at 0% and to reduce all other Early Warning System target areas by one percentage point .

G3.   To increase student exposure to STEM related experiences to include the implementation of monthly STEM-related activities for K and 1 and an additional hour of exposure to STEM related experiences, per month, for Grades 2-5.

G4.   To increase parent participation to 85%.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	91.0
AMO Math - All Students	92.0
AMO Math - African American	75.0
FCAT 2.0 Science Proficiency	87.0

Resources Available to Support the Goal `2`

- Highly qualified teachers, state adopted instructional materials, web-based instructional software, common planning time, enrichment opportunities, STEM Lab, enrichment resources, school-wide writing plan. (Reading)

- Highly qualified teachers, variety of digital and text-based instructional materials, web-based software, common planning time, enrichment opportunities, STEM Lab, PANGEA gifted program, enrichment resources, school-wide writing plan. (Math)

- Highly qualified teachers, variety of digital and text-based instructional materials, web-based software, common planning time, enrichment opportunities, STEM Lab, PANGEA gifted program, enrichment resources, and school-wide writing plan. (Science)

- Highly qualified teachers, digital and text-based instructional materials, web-based software, common planning time, enrichment opportunities, STEM Lab, writing lab, enrichment resources, and school-wide writing plan. (Writing)

Targeted Barriers to Achieving the Goal `3`

- There is a need to increase writing to analyze text across subjects areas and languages taught. (Reading)

- There is a need to increase analyze the context of story problems leading to a deeper understanding resulting in students justifying solutions. (Math)

- There is a need to increase writing to explain concepts and processes in science. (Science)

- There is a need to increase writing to analyze text across subjects areas and languages taught. (Writing)

Plan to Monitor Progress Toward G1. `8`

Participate in PD sessions to ensure active participation and attend grade-level meetings as a follow-up to assess implementation.

Person Responsible
Marlene Leyte-Vidal

Schedule
Weekly, from 9/24/2014 to 11/26/2014

Evidence of Completion
Formal and informal walk-throughs and student response/evidence journals.

G2. To maintain the percentage of students receiving referrals resulting in outdoor suspension at 0% and to reduce all other Early Warning System target areas by one percentage point . 1a

🔍 G050424

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	1.0
Non-proficient Reading by Grade 03	1.0
One or More Suspensions	0.0
Retained Students	0.0
Attendance Below 90%	1.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

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

- Early Warning System data indicates that 10% of students at Sunset Elementarywere not proficient in Reading by 3rd grade. Our goal is to reduce the percentage of students not proficient in Reading by 3rd grade to 9%, a decrease of 1 percentage point.

- Early Warning System data indicates that 1% of students in grade 3 at Sunset Elementary were retained. Our goal for 2014 is to reduce the percentage of students retained in 3rd grade to 0%.

Plan to Monitor Progress Toward G2. 8

Ensure Early Warning system target areas are addressed, behavior and attendance improvement strategies are implemented and student progress is closely monitored.

Person Responsible
Marlene Leyte-Vidal

Schedule
Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion
Interim Data, 2015 FSA and FCAT 2.0 Science results, tutorial program attendance and performance reports, behavioral referral reports and participation in attendance, character and academic recognition ceremonies

G3. To increase student exposure to STEM related experiences to include the implementation of monthly STEM-related activities for K and 1 and an additional hour of exposure to STEM related experiences, per month, for Grades 2-5. `1a`

Targets Supported `1b`

🔍 `G050457`

Indicator	Annual Target

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

- There is a need to increase the number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs).

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Quarterly, from 8/18/2014 to 11/26/2014

Evidence of Completion

District Interim Reports and Data will be used to monitor student progress. The results of the 2015 FCAT 2.0 will be used to determine the effectiveness of the strategies.

G4. To increase parent participation to 85%. `1a`

G050458

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Sign-in sheets for school wide and volunteer activities; Go Green communicator and Connected to disseminate information

Targeted Barriers to Achieving the Goal `3`

- There is a lack of participation in school-wide activities by parents of students that reside in extended attendance boundaries resulting from conflicts with the scheduling of school wide events.

Plan to Monitor Progress Toward G4. `8`

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Quarterly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Volunteer logs and sign-in sheets; participation in parent volunteer activities and school-wide events.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G046189

G1.B1 There is a need to increase writing to analyze text across subjects areas and languages taught. (Reading) `2`

🔑 B114349

G1.B1.S1 Implement active strategies to locate textual evidence, which will contribute to more rigorous analysis of text in student writing. By explicitly teaching students to support an argument/position by paraphrasing or quoting directly from text(s), students will be able to show which aspects of the text(s) have shaped their thinking and present convincing arguments. `4`

🔑 S125850

Strategy Rationale

This barrier was chosen because students are not writing enough and are not able to explain their thinking and problem solving process.

Action Step 1 `5`

Provide Professional Development to all subject area and Foreign Language teachers on the writing process focusing on analysis of text.

Person Responsible

Marlene Leyte-Vidal

Schedule

On 10/1/2014

Evidence of Completion

Professional Development session sign-in, log, agenda and handouts

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

Implement wiring analysis of text in all content areas, including Foreign Language.

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Department meeting minutes, lesson plans, student work, authentic assessments.

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

Implement teacher collaborative modeling sessions.

Person Responsible

Marlene Leyte-Vidal

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Walk-throughs, lesson plans, and student work folders.

G1.B2 There is a need to increase analyze the context of story problems leading to a deeper understanding resulting in students justifying solutions. (Math) 2

🔑 B114350

G1.B2.S1 Engage students in the intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. 4

🔑 S135433

Strategy Rationale

This barrier was chosen because students are not able to explain their thinking and math problem solving process.

Action Step 1 5

Provide professional development to all mathematics teachers in the use of problem solving strategies to explain/justify solutions.

Person Responsible

Marlene Leyte-Vidal

Schedule

On 9/24/2014

Evidence of Completion

Professional development session sign-in log, agenda, and handouts.

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

Implement writing analysis of text in mathematics story problem.

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Department meeting minutes, lesson plans, student work, authentic assessments, use of technology, and related digital resources.

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

Implement teacher collaborative modeling sessions.

Person Responsible

Marlene Leyte-Vidal

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Modeling Session Schedule

G1.B3 There is a need to increase writing to explain concepts and processes in science. (Science) `2`

`B114351`

G1.B3.S1 Encourage the critical analysis of a diverse range of literary sources, inlacing but not limited to media, books, articles, and journals by using claim, evidence, and reasoning to draw conclusion about real life science problems, research questions, and scientific phenomena. `4`

`S135434`

Strategy Rationale

This barrier was chosen because students are not writing enough and are not able to explain their thinking and problem solving process.

Action Step 1 `5`

Provide professional development to all science teachers in the using writing to explain concepts and processes in science.

Person Responsible

Marlene Leyte-Vidal

Schedule

On 9/24/2014

Evidence of Completion

Professional development session sign-in log, agenda, and handouts.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Implement the use of interactive notebooks to write and explain science concepts and processes.

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Department meeting minutes, lesson plans, student work, authentic assessments, use of interactive notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Implement teacher collaborative modeling sessions.

Person Responsible

Marlene Leyte-Vidal

Schedule

Biweekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Modeling Session Schedule

G1.B4 There is a need to increase writing to analyze text across subjects areas and languages taught. (Writing) 2

🔑 B114352

G1.B4.S1 Implement active strategies to locate textual evidence, which will contribute to more rigorous analysis of text in student writing. By explicitly teaching students to support an argument/position by paraphrasing or quoting directly from text(s), students will be able to show which aspects of text(s) have shaped their thinking and present convincing arguments. 4

🔑 S135436

Strategy Rationale

This barrier was chosen because students are not writing enough and are not able to explain their thinking and problem solving process.

Action Step 1 5

Provide professional development to all subject area and foreign language teachers on the use of writing to analyze text.

Person Responsible

Marlene Leyte-Vidal

Schedule

On 11/26/2014

Evidence of Completion

Professional development session, sign-in log, agenda, and handouts.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Implement the use of writing to analyze text across grade levels and content/language areas.

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 9/24/2014 to 11/26/2014

Evidence of Completion

Department meeting minutes, lesson plans, student work, authentic assessments, Reading Response Journal and Writer's Notebook

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Collaborative teacher modeling sessions

Person Responsible

Marlene Leyte-Vidal

Schedule

On 11/26/2014

Evidence of Completion

Walk-throughs, lesson plans, student work folders, Reading Response Journals and Writer's Notebook

G2. To maintain the percentage of students receiving referrals resulting in outdoor suspension at 0% and to reduce all other Early Warning System target areas by one percentage point . `1`

🔑 G050424

G2.B1 Early Warning System data indicates that 2% of students at Sunset Elementary missed 10% or more of available instructional time due to excessive absences. Our goal is to reduce the percentage of students who missed 10% or more of available instructional time by one percentage point to 1%. `2`

🔑 B126321

G2.B1.S1 Identify and refer students who may be developing a pattern of tardiness and/or truancy to the MTSS/RtI Team. `4`

🔑 S138340

Strategy Rationale

Students who are present perform better and have higher academic achievement.

Action Step 1 `5`

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Attendance Bulletin, Individual student's attendance records

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Daily school attendance bulletin, individual students' attendance records

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Biweekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

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

G2.B2 Early Warning System data indicates that 2% of students at Sunset Elementary received two or more behavioral referrals and 0% of students received one or more referrals that lead to suspension due to violations of the Code of Student Conduct. Our goal for 2014 is to reduce the number of students who received two or more behavioral referrals by one percentage point to 1%. 2

B126322

G2.B2.S1 Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in the process. 4

S138346

Strategy Rationale

Positive student behavior results in higher academic achievement.

Action Step 1 5

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

Person Responsible

Marlene Leyte-Vidal

Schedule

On 11/26/2014

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor student behavior and participation in counseling and mediation activites.

Person Responsible

Marlene Leyte-Vidal

Schedule

Biweekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Monitor student behavior, record improvement and revise behavior improvement strategies/ activities, as needed.

Person Responsible

Marlene Leyte-Vidal

Schedule

Quarterly, from 9/18/2014 to 11/26/2014

Evidence of Completion

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

G2.B3 Early Warning System data indicates that 10% of students at Sunset Elementarywere not proficient in Reading by 3rd grade. Our goal is to reduce the percentage of students not proficient in Reading by 3rd grade to 9%, a decrease of 1 percentage point. `2`

🔑 B126324

G2.B3.S1 Closely monitor student progress and track data to provide immediate support to any student scoring "not proficient." `4`

🔑 S138360

Strategy Rationale

Early intervention and support increases student achievement and increases opportunity of obtaining proficiency.

Action Step 1 `5`

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Daily, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student work, Classroom generated assessments

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

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student work, classroom generated assessments, Interim Assessment data

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

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Classroom generated assessments, Interim Assessment data.

G2.B4 Early Warning System data indicates that 1% of students in grade 3 at Sunset Elementary were retained. Our goal for 2014 is to reduce the percentage of students retained in 3rd grade to 0%. `2`

`B126325`

G2.B4.S1 Closely monitor student progress and track data to provide immediate support to any student at risk of being retained. `4`

`S138353`

Strategy Rationale

Providing immediate support to at risk students improves student achievement and reduces risk of retention.

Action Step 1 `5`

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student work, Classroom generated assessments

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student work, classroom generated assessments, Interim Assessment data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Classroom generated assessments, Interim Assessment data.

G3. To increase student exposure to STEM related experiences to include the implementation of monthly STEM-related activities for K and 1 and an additional hour of exposure to STEM related experiences, per month, for Grades 2-5. [1]

G050457

G3.B1 There is a need to increase the number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs). [2]

B126475

G3.B1.S1 Provide students weekly exposure to the STEM Lab, facilitating and enhancing development of independent experimental and engineering projects. Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e. SECME, LEGO, Elementary Science Fair, Fairchild Challenge, etc.) [4]

S138416

Strategy Rationale

Increased exposure to STEM activities results in increased student performance.

Action Step 1 [5]

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student generated work and STEM Lab journals

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

Classroom walk-throughs and the observation of student journals, student engagement in STEM activities.

Person Responsible

Marlene Leyte-Vidal

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

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

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

Using the FCIM, teachers will monitor data results from science interims and adjust instruction as necessary.

Person Responsible

Marlene Leyte-Vidal

Schedule

Evidence of Completion

G4. To increase parent participation to 85%. [1]

G050458

G4.B1 There is a lack of participation in school-wide activities by parents of students that reside in extended attendance boundaries resulting from conflicts with the scheduling of school wide events. [2]

B126502

G4.B1.S1 Implement an incentive plan for parents of students that live in the extended boundaries to attend PTA opening meeting and follow-up school-wide activities; provide childcare and refreshments to encourage attendance PTA meetings; offer the annual Volunteer Orientation Meeting offered during the first month of school followed by a series of new Parent Outreach Sessions (6 total) at varying times; use of Connect Ed to communicate activities. [4]

S138445

Strategy Rationale

Parental involvement is instrumental in student performance and high academic achievement.

Action Step 1 [5]

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Monthly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Volunteer logs and sign-in sheets.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

Review volunteer hours and sign in sheets for participation.

Person Responsible

Marlene Leyte-Vidal

Schedule

Monthly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Volunteer logs and sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

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

Person Responsible

Marlene Leyte-Vidal

Schedule

Monthly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Volunteer logs and sign-in sheets.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Professional Development to all subject area and Foreign Language teachers on the writing process focusing on analysis of text.	Leyte-Vidal, Marlene	10/1/2014	Professional Development session sign-in, log, agenda and handouts	10/1/2014 one-time
G1.B2.S1.A1	Provide professional development to all mathematics teachers in the use of problem solving strategies to explain/ justify solutions.	Leyte-Vidal, Marlene	9/24/2014	Professional development session sign-in log, agenda, and handouts.	9/24/2014 one-time
G1.B3.S1.A1	Provide professional development to all science teachers in the using writing to explain concepts and processes in science.	Leyte-Vidal, Marlene	9/24/2014	Professional development session sign-in log, agenda, and handouts.	9/24/2014 one-time
G1.B4.S1.A1	Provide professional development to all subject area and foreign language teachers on the use of writing to analyze text.	Leyte-Vidal, Marlene	9/24/2014	Professional development session, sign-in log, agenda, and handouts.	11/26/2014 one-time
G2.B1.S1.A1	Students at risk based on attendance will be referred to the MTSS/RtI team. Establish an incentive program to recognize students with improved and/ or perfect attendance.	Leyte-Vidal, Marlene	8/18/2014	Attendance Bulletin, Individual student's attendance records	11/26/2014 weekly
G2.B2.S1.A1	MTSS/RtI Team will establish Peer Mediation teams as a means of assisting with conflict resolution and will maintain frequent communication between parent, students and teachers. MTSS/RtI team will recognize improvement in student behavior and follow progressive discipline plan as necessary.	Leyte-Vidal, Marlene	8/18/2014	Improved student behavior, behavioral referral log, peer counseling group log	11/26/2014 one-time
G2.B4.S1.A1	Teacher will closely track student progress and identify any at risk student in need of support.	Leyte-Vidal, Marlene	8/18/2014	Student work, Classroom generated assessments	11/26/2014 weekly
G2.B3.S1.A1	Teacher will closely track student progress and identify any at risk student in need of support.	Leyte-Vidal, Marlene	8/18/2014	Student work, Classroom generated assessments	11/26/2014 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	STEM Lab teachers will plan collaboratively to implement relevant inquiry based and hands-on learning through STEM activities: expose students to technology through the use of Tablets (mobile computers); participate in the school-wide science and invention fair to reinforce inquiry skills; Provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair. Utilizing instructional technology through the use of Virtual Labs, Brain Pop, Gizmos, Discovery Education and other supplemental resources in both the STEM and Discovery Technology Labs.	Leyte-Vidal, Marlene	8/18/2014	Student generated work and STEM Lab journals	11/26/2014 weekly
G4.B1.S1.A1	Coordinate, collaborate, and network amongst the various parent organizations to increase collaboration; and coordinates efforts related to family involvement and academic achievement. Implement research-based parental involvement plans, practices, programs, and activities such as the Parent Academy for all parents that are linked to improving academic achievement.	Leyte-Vidal, Marlene	8/18/2014	Volunteer logs and sign-in sheets.	11/26/2014 monthly
G1.MA1	Participate in PD sessions to ensure active participation and attend grade-level meetings as a follow-up to assess implementation.	Leyte-Vidal, Marlene	9/24/2014	Formal and informal walk-throughs and student response/evidence journals.	11/26/2014 weekly
G1.B1.S1.MA1	Implement teacher collaborative modeling sessions.	Leyte-Vidal, Marlene	9/24/2014	Walk-throughs, lesson plans, and student work folders.	11/26/2014 biweekly
G1.B1.S1.MA1	Implement wiring analysis of text in all content areas, including Foreign Language.	Leyte-Vidal, Marlene	9/24/2014	Department meeting minutes, lesson plans, student work, authentic assessments.	11/26/2014 weekly
G1.B2.S1.MA1	Implement teacher collaborative modeling sessions.	Leyte-Vidal, Marlene	9/24/2014	Modeling Session Schedule	11/26/2014 biweekly
G1.B2.S1.MA1	Implement writing analysis of text in mathematics story problem.	Leyte-Vidal, Marlene	9/24/2014	Department meeting minutes, lesson plans, student work, authentic assessments, use of technology, and related digital resources.	11/26/2014 weekly
G1.B3.S1.MA1	Implement teacher collaborative modeling sessions.	Leyte-Vidal, Marlene	9/24/2014	Modeling Session Schedule	11/26/2014 biweekly
G1.B3.S1.MA1	Implement the use of interactive notebooks to write and explain science concepts and processes.	Leyte-Vidal, Marlene	9/24/2014	Department meeting minutes, lesson plans, student work, authentic assessments, use of interactive notebooks.	11/26/2014 weekly
G1.B4.S1.MA1	Collaborative teacher modeling sessions	Leyte-Vidal, Marlene	9/24/2014	Walk-throughs, lesson plans, student work folders, Reading Response Journals and Writer's Notebook	11/26/2014 one-time
G1.B4.S1.MA1	Implement the use of writing to analyze text across grade levels and content/ language areas.	Leyte-Vidal, Marlene	9/24/2014	Department meeting minutes, lesson plans, student work, authentic assessments, Reading Response Journal and Writer's Notebook	11/26/2014 weekly
G2.MA1	Ensure Early Warning system target areas are addressed, behavior and attendance improvement strategies are implemented and student progress is closely monitored.	Leyte-Vidal, Marlene	8/18/2014	Interim Data, 2015 FSA and FCAT 2.0 Science results, tutorial program attendance and performance reports, behavioral referral reports and participation in attendance, character and academic recognition ceremonies	11/26/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Monitor improvement in identified students' attendance, enter into attendance contract if necessary	Leyte-Vidal, Marlene	8/18/2014	School attendance bulletin, student's individual attendance record, participation in quarterly recognition ceremony	11/26/2014 biweekly
G2.B1.S1.MA1	Closely monitor students identified for excessive absences for improvement in attendance.	Leyte-Vidal, Marlene	8/18/2014	Daily school attendance bulletin, individual students' attendance records	11/26/2014 weekly
G2.B2.S1.MA1	Monitor student behavior, record improvement and revise behavior improvement strategies/activities, as needed.	Leyte-Vidal, Marlene	9/18/2014	Counseling and mediation activity logs, reduced percentage in number of students receiving behavioral referrals, participation in recognition ceremonies	11/26/2014 quarterly
G2.B2.S1.MA1	Monitor student behavior and participation in counseling and mediation activites.	Leyte-Vidal, Marlene	8/18/2014	Improved behavior log, Peer Mediation Team log, Lunch Bunch participation, participation in character recognition ceremony	11/26/2014 biweekly
G2.B4.S1.MA1	The MTSS/RtI and LLT will conduct formal and informal walkthroughs to monitor implementation of FCIM and the utilization of Interim data to ensure progress is made and instruction is adjusted as necessary.	Leyte-Vidal, Marlene	8/18/2014	Classroom generated assessments, Interim Assessment data.	11/26/2014 weekly
G2.B4.S1.MA1	MTSS/RtI Team and LLT will conduct formal and informal walkthroughs to ensure teacher has identified low performing student(s) and is providing differentiated instruction to improve student performance.	Leyte-Vidal, Marlene	8/18/2014	Student work, classroom generated assessments, Interim Assessment data	11/26/2014 weekly
G2.B3.S1.MA1	The MTSS/RtI and LLT will conduct formal and informal walkthroughs to monitor implementation of FCIM and the utilization of Interim data to ensure progress is made and instruction is adjusted, as necessary.	Leyte-Vidal, Marlene	8/18/2014	Classroom generated assessments, Interim Assessment data.	11/26/2014 weekly
G2.B3.S1.MA1	MTSS/RtI Team, LLT will conduct formal and informal walkthroughs to ensure teacher has identified low performing student(s) and is providing differentiated instruction to improve student performance.	Leyte-Vidal, Marlene	8/18/2014	Student work, classroom generated assessments, Interim Assessment data	11/26/2014 weekly
G3.MA1	Using the FCIM, administrators will monitor data results from science interims to adjust instruction and focus as necessary.	Leyte-Vidal, Marlene	8/18/2014	District Interim Reports and Data will be used to monitor student progress. The results of the 2015 FCAT 2.0 will be used to determine the effectiveness of the strategies.	11/26/2014 quarterly
G3.B1.S1.MA1	Using the FCIM, teachers will monitor data results from science interims and adjust instruction as necessary.	Leyte-Vidal, Marlene	8/18/2014		one-time
G3.B1.S1.MA1	Classroom walk-throughs and the observation of student journals, student engagement in STEM activities.	Leyte-Vidal, Marlene	8/18/2014	Student work samples, journals, and teacher lesson plans, and site generated assessments.	11/26/2014 weekly
G4.MA1	Review school's volunteer log and school sign-in sheets.	Leyte-Vidal, Marlene	8/18/2014	Volunteer logs and sign-in sheets; participation in parent volunteer activities and school-wide events.	11/26/2014 quarterly
G4.B1.S1.MA1	Review school's volunteer log and school sign-in sheets.	Leyte-Vidal, Marlene	8/18/2014	Volunteer logs and sign-in sheets.	11/26/2014 monthly
G4.B1.S1.MA1	Review volunteer hours and sign in sheets for participation.	Leyte-Vidal, Marlene	8/18/2014	Volunteer logs and sign-in sheets.	11/26/2014 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 There is a need to increase writing to analyze text across subjects areas and languages taught. (Reading)

G1.B1.S1 Implement active strategies to locate textual evidence, which will contribute to more rigorous analysis of text in student writing. By explicitly teaching students to support an argument/position by paraphrasing or quoting directly from text(s), students will be able to show which aspects of the text(s) have shaped their thinking and present convincing arguments.

PD Opportunity 1

Provide Professional Development to all subject area and Foreign Language teachers on the writing process focusing on analysis of text.

Facilitator

Marlem Diaz-Brown

Participants

All Reading teachers

Schedule

On 10/1/2014

G1.B2 There is a need to increase analyze the context of story problems leading to a deeper understanding resulting in students justifying solutions. (Math)

G1.B2.S1 Engage students in the intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

PD Opportunity 1

Provide professional development to all mathematics teachers in the use of problem solving strategies to explain/justify solutions.

Facilitator

Christina Hoyo and Diana Millares

Participants

All Mathematics Teachers

Schedule

On 9/24/2014

G1.B3 There is a need to increase writing to explain concepts and processes in science. (Science)

G1.B3.S1 Encourage the critical analysis of a diverse range of literary sources, inlacing but not limited to media, books, articles, and journals by using claim, evidence, and reasoning to draw conclusion about real life science problems, research questions, and scientific phenomena.

PD Opportunity 1

Provide professional development to all science teachers in the using writing to explain concepts and processes in science.

Facilitator

Lissette Ramirez and Esther Viteri

Participants

All Science Teachers

Schedule

On 9/24/2014

G1.B4 There is a need to increase writing to analyze text across subjects areas and languages taught. (Writing)

G1.B4.S1 Implement active strategies to locate textual evidence, which will contribute to more rigorous analysis of text in student writing. By explicitly teaching students to support an argument/position by paraphrasing or quoting directly from text(s), students will be able to show which aspects of text(s) have shaped their thinking and present convincing arguments.

PD Opportunity 1

Provide professional development to all subject area and foreign language teachers on the use of writing to analyze text.

Facilitator

Marlem Diaz-Brown and Jeanette Arana

Participants

All subject area and foreign language teachers

Schedule

On 11/26/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase student achievement by improving core instruction in all content areas.	4,000
Goal 3: To increase student exposure to STEM related experiences to include the implementation of monthly STEM-related activities for K and 1 and an additional hour of exposure to STEM related experiences, per month, for Grades 2-5.	1,000
Grand Total	**5,000**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A1 - EESAC funds will be allocated to purchase writing software that will help guide students develop students' writing skills and responses to text-based questions.	School Improvement Funds	2,500
B4.S1.A1 - EESAC funds will be allocated to purchase keyboarding software that will help build students' confidence and ability to respond electronically to text-based questions.	School Improvement Funds	1,500
Total Goal 1		**4,000**

Goal 3: To increase student exposure to STEM related experiences to include the implementation of monthly STEM-related activities for K and 1 and an additional hour of exposure to STEM related experiences, per month, for Grades 2-5.		
Description	**Source**	**Total**
B1.S1.A1 - EESAC funds will be allocated towards projects and materials that support STEM-related enrichment activities in the classroom.	Other	1,000
Total Goal 3		**1,000**