

Sunset Palms Elementary School

8650 BOYNTON BEACH BLVD, Boynton Beach, FL 33472

www.edline.net/pages/sunset_palms_elementary

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

18%

Alternative/ESE Center

No

Charter School

No

Minority

31%

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 Palm Beach 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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	36

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

Provide the school's vision statement

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

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

- *History of Holocaust
- *History of Africans and African Americans
- *Hispanic Contributions
- *Women's Contributions
- *Sacrifices of Veterans

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

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

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

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring School-wide Positive Behavior Support (SwPBS). We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Additionally, the school implements its' own bullying program titled "Stop Bullying Now Begins With Me". The SwPBS team meets monthly to discuss program and concerns. Students are taught the definition of bullying

through examples and non-examples and how to report bullying incidents. Posters and the schools' behavior matrix are posted throughout the building as a reference for students and staff.

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

The school counselor provides individual and small group counseling as needed to students. In addition, the school counselor conducts character education lessons for all grade levels. A school wide character recognition program is implemented highlighting the character trait of the month. Students are selected by teachers who demonstrate the specific character trait and receive special recognitions including having their photo appear on the character education recognition bulletin board and a certificate. A student buddy patrol program will be implemented to foster relationships and teach students how to become mentors to ensure all students are included in activities. The school's Assistant Principal implements a mentoring program for select students in grades 3-5.

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

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

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

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

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
Riddle, Karen	Principal
Zigler, Cory	Assistant Principal
Marcus, Tami	Guidance Counselor
Mittleman, Allison	Instructional Media
Levine, Elissa	Teacher, K-12
Roney, Francine	Teacher, K-12
Horowitz, Carol	Teacher, K-12
Wampler, Melissa	Teacher, K-12
Barreiro, Debra	Teacher, K-12
Cushman, Jennifer	Teacher, K-12
Gamelin, Justin	Teacher, K-12
Miller, Sharon	Teacher, K-12
Rossique, Lelis	Teacher, ESE

Duties

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

The Team will meet monthly to discuss and provide feedback about curriculum, current school policies and assessments. Members are encouraged to bring forward positive solutions to current issues and concerns. Members disseminate the information to their team during Learning Team Meetings and common planning time.

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Karen Riddle	Principal
Tami Marcus	Teacher
Artensie Blake-Wade	Teacher
James Atwell	Education Support Employee
Jacob Fleming	Teacher
Justin Gamelin	Teacher
Julie Riani	Teacher
Yashvanti Patel	Parent
Ira Bromberg	Parent
Mary Ibanez	Parent
Christi Raye	Business/Community
Elisa Filoramo	Parent
Holly Bromer	Parent
Iette Sykes	Parent
Sheila Crisostomo	Parent
Heidi Schaeffer	Parent

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

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

Development of this school improvement plan

The SAC reviews the SIP throughout the school year, particularly after fall and winter diagnostic testing to ensure students are meeting proficiency and targeted AMOs. Additionally, the SAC approves budget expenditures for various school programs and services.

Preparation of the school's annual budget and plan

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

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

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

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

SBT Leader: \$562 (Supplement) + \$140.50 (Benefits)

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
Riddle, Karen	Principal
Zigler, Cory	Assistant Principal
Mittleman, Allison	Instructional Media
Levine, Elissa	Teacher, K-12
Roney, Francine	Teacher, K-12
Horowitz, Carol	Teacher, K-12
Wampler, Melissa	Teacher, K-12
Barreiro, Debra	Teacher, K-12
Cushman, Jennifer	Teacher, K-12
Gamelin, Justin	Teacher, K-12
Miller, Sharon	Teacher, K-12
Rossique, Lelis	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

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

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

Common planning time is scheduled daily. Weekly Learning Team Meetings are held by grade level after school. Teachers are provided with collaborative planning time on Professional Development Days. A teacher from each grade level serves on the various committees at the school.

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

1. Regular meetings of new teachers with Principal and Assistant Principal
Persons Responsible: Principal and Assistant Principal
2. Partnering new teachers with veteran staff
Persons Responsible: Principal and Assistant Principal
3. District Job Fairs
Persons Responsible: Principal
4. Soliciting referrals from current employees
Persons Responsible: Principal

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

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

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

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

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

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

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

Strategy: After School Program

Minutes added to school year: 1,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Zigler, Cory, cory.zigler@palmbeachschools.org

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

Scores from the fall and winter diagnostic are compared to measure student growth and learning gains.

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

School advertises within the local community about kindergarten registration. School hosts an annual Kindergarten Round-up in May 2015, which parents and prospective students are invited to attend. School provides tours to parents and students throughout the school year. School utilizes community members and PTA to circulate information about the school. School maintains a website with important information. School created a marketing video which promotes the school and is included on school website. All incoming kindergarten students participate in FLKRS (ECHOS and FAIR Broad Screening).

The School Counselor and grade 5 team leader organizes middle school presentations for grade 5 students and disseminates registration and choice school information.

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

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

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

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

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.** Increase student comprehension of informative and opinion text based writing for evidence, collaboration and conventions.
- G2.** Increase overall Mathematics learning gains by 5% .

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. Increase student comprehension of informative and opinion text based writing for evidence, collaboration and conventions. 1a

G036737

Targets Supported 1b

Indicator	Annual Target
	80.0

Resources Available to Support the Goal 2

- Lucy Calkins Writing Units of Study
- Learning Village (School district scope & sequence)
- Palm Beach Performance Assessment
-

Targeted Barriers to Achieving the Goal 3

- Adjustment to updated version of Florida Standards for Writing.
- Adequate time to conference with students on a regular basis.

Plan to Monitor Progress Toward G1. 8

Administration and teachers will review PBPA data and student journal and writing samples

Person Responsible

Karen Riddle

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Student journals, classroom observations, Feedback from district writing instructional specialist

G2. Increase overall Mathematics learning gains by 5% . 1a

G036738

Targets Supported 1b

Indicator	Annual Target
Math Gains	80.0

Resources Available to Support the Goal 2

- Mathematics Florida Standards
- Destination Mathematics, Performance Matters, Learning Tools, Think Central
- Learning Village

Targeted Barriers to Achieving the Goal 3

- Differentiating instruction is challenging due to various student achievement levels in classrooms.

Plan to Monitor Progress Toward G2. 8

Administration will meet with teachers throughout the school year to review data.

Person Responsible

Karen Riddle

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Classroom performance and assessments, diagnostic data, Performance Matters data, grade book, progress reports and report cards

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. Increase student comprehension of informative and opinion text based writing for evidence, collaboration and conventions. **1**

 G036737

G1.B1 Adjustment to updated version of Florida Standards for Writing. **2**

 B088007

G1.B1.S1 District professional development. **4**

 S098725

Strategy Rationale

Providing teachers resources and support for implementing and teaching updated writing standards.

Action Step 1 **5**

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

Person Responsible

Karen Riddle

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

School calendar

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

Monthly professional development

Person Responsible

Cory Zigler

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

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

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

Participation in district professional development

Person Responsible

Karen Riddle

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

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

G1.B1.S2 Implementation of school wide writing committee. 4

S098726

Strategy Rationale

Build capacity and rigor across grade levels in writing.

Action Step 1 5

Implementation of school wide writing committee.

Person Responsible

Karen Riddle

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Committee minutes

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

Administration will review and provide feedback from committee meeting minutes monthly.

Person Responsible

Cory Zigler

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Monthly committee minutes.

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

Administration will review and provide feedback from committee meeting minutes monthly.

Person Responsible

Cory Zigler

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Student journals, lesson plans, writing assessments, observations, Learning Village

G1.B1.S3 Collaboration and common planning within and across grade levels. 4

 S098727

Strategy Rationale

Ensure teachers have time to meet and unpack the standards and benchmarks.

Action Step 1 5

Provide collaboration and common planning time within and across grade levels.

Person Responsible

Karen Riddle

Schedule

Weekly, from 8/12/2014 to 6/4/2015

Evidence of Completion

LTM minutes including standards reviewed, school calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Grade levels will submit their LTM minutes weekly.

Person Responsible

Cory Zigler

Schedule

Weekly, from 8/12/2014 to 6/4/2015

Evidence of Completion

LTM minutes including standards reviewed, school calendar

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Reviewing LTM minutes and providing feedback to teachers.

Person Responsible

Cory Zigler

Schedule

Weekly, from 8/12/2014 to 6/4/2015

Evidence of Completion

LTM minutes, lesson plans, Learning Village

G1.B1.S4 Low achieving students targeted for participation in tutorial program. 4

 S107471

Strategy Rationale

Provide additional support and instruction to increase proficiency..

Action Step 1 5

Diagnostic data, classroom assessments, Palm Beach Performance Assessment data and teacher observation

Person Responsible

Cory Zigler

Schedule

Weekly, from 11/13/2014 to 5/6/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Student attendance in tutorial program, Utilize research based curriculum resources

Person Responsible

Cory Zigler

Schedule

Weekly, from 11/13/2014 to 5/6/2015

Evidence of Completion

Attendance logs, student work samples and journals, teacher observation and feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Student participation in tutorial program

Person Responsible

Cory Zigler

Schedule

Weekly, from 11/13/2014 to 5/6/2015

Evidence of Completion

Attendance logs, PBPA data, classroom performance, teacher recommendation, observation and feedback

G1.B2 Adequate time to conference with students on a regular basis. 2

 B088008

G1.B2.S1 District professional development 4

 S098728

Strategy Rationale

Action Step 1 5

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

Person Responsible

Karen Riddle

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

School calendar, staff sign-in sheets, student journals, classroom observations

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

Monthly professional development

Person Responsible

Karen Riddle

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, student journals, classroom observations

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

Monthly professional development

Person Responsible

Karen Riddle

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

student journals, classroom observations, writing committee minutes

G1.B2.S2 Implementation of school wide writing committee 4

 S098729

Strategy Rationale

Action Step 1 5

Select members for school-wide writing committee

Person Responsible

Karen Riddle

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

committee meeting minutes

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

Administration will review committee minutes

Person Responsible

Cory Zigler

Schedule

Monthly, from 9/10/2014 to 5/20/2015

Evidence of Completion

committee meeting minutes

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

Reviewing current writing assessments for K-5 students

Person Responsible

Karen Riddle

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

student journals, PBPA data, student work samples

G1.B2.S3 Collaboration and common planning within and across grade levels 4

 S098730

Strategy Rationale

Action Step 1 5

Time will be scheduled on PDD for teams to meet

Person Responsible

Karen Riddle

Schedule

Monthly, from 8/12/2014 to 2/26/2015

Evidence of Completion

PDD agenda and minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administration will review PDD minutes, provide feedback and meet with teams as needed.

Person Responsible

Cory Zigler

Schedule

Monthly, from 8/12/2014 to 2/26/2015

Evidence of Completion

PDD minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Administration will review student writing samples for evidence of increased rigor and stamina.

Person Responsible

Karen Riddle

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student journals, writing samples and PBPA data

G2. Increase overall Mathematics learning gains by 5% . 1

 G036738

G2.B1 Differentiating instruction is challenging due to various student achievement levels in classrooms. 2

 B088010

G2.B1.S1 Low achieving students targeted for participation in tutorial program. 4

 S098731

Strategy Rationale

Provide additional support and instruction to increase proficiency..

Action Step 1 5

Diagnostic data, classroom assessments, Performance Matters data and teacher observation

Person Responsible

Karen Riddle

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

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

Student attendance in tutorial program, Utilize research based curriculum resources

Person Responsible

Cory Zigler

Schedule

Weekly, from 11/13/2014 to 5/8/2015

Evidence of Completion

Attendance logs, FSA resource workbook

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

Student participation in tutorial program

Person Responsible

Cory Zigler

Schedule

Weekly, from 11/13/2014 to 5/8/2015

Evidence of Completion

Attendance logs, FSA diagnostic data, classroom performance, teacher recommendation

G2.B1.S2 Increase math enrichment opportunities and rigor for proficient and above level students. 4

S105223

Strategy Rationale

Proficient and high achieving students need to demonstrate growth and learning gains.

Action Step 1 5

Teachers collaborate utilizing resources in Learning Village to develop rigorous and higher order learning opportunities.

Person Responsible

Karen Riddle

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, LTM minutes, observation data, student portfolio

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Lesson plans and LTM minutes will be reviewed by administration.

Person Responsible

Karen Riddle

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, LTM Minutes, observation data, student work samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administration will review data to monitor if learning gains are being achieved by high performing students.

Person Responsible

Karen Riddle

Schedule

On 3/6/2015

Evidence of Completion

EDW reports, Performance Matters reports, teacher observation, classroom assessments, progress reports and report cards

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	Monthly district support personnel at school site to work with teachers.	Riddle, Karen	9/2/2014	School calendar	5/29/2015 monthly
G1.B1.S3.A1	Provide collaboration and common planning time within and across grade levels.	Riddle, Karen	8/12/2014	LTM minutes including standards reviewed, school calendar	6/4/2015 weekly
G1.B2.S1.A1	Monthly district support personnel at school site to work with teachers.	Riddle, Karen	8/18/2014	School calendar, staff sign-in sheets, student journals, classroom observations	6/4/2015 monthly
G2.B1.S1.A1	Diagnostic data, classroom assessments, Performance Matters data and teacher observation	Riddle, Karen	8/18/2014	EDW reports, teacher data notebooks checks, lesson plans, benchmark assessment checklists	6/4/2015 weekly
G1.B1.S2.A1	Implementation of school wide writing committee.	Riddle, Karen	9/2/2014	Committee minutes	5/29/2015 monthly
G2.B1.S2.A1	Teachers collaborate utilizing resources in Learning Village to develop rigorous and higher order learning opportunities.	Riddle, Karen	8/18/2014	Lesson plans, LTM minutes, observation data, student portfolio	6/4/2015 daily
G1.B2.S2.A1	Select members for school-wide writing committee	Riddle, Karen	8/18/2014	committee meeting minutes	6/4/2015 monthly
G1.B2.S3.A1	Time will be scheduled on PDD for teams to meet	Riddle, Karen	8/12/2014	PDD agenda and minutes	2/26/2015 monthly
G1.B1.S4.A1	Diagnostic data, classroom assessments, Palm Beach Performance Assessment data and teacher observation	Zigler, Cory	11/13/2014	EDW reports, teacher data notebooks checks, lesson plans, benchmark assessment checklists	5/6/2015 weekly
G1.MA1	Administration and teachers will review PBPA data and student journal and writing samples	Riddle, Karen	8/12/2014	Student journals, classroom observations, Feedback from district writing instructional specialist	6/4/2015 monthly
G1.B1.S1.MA1	Participation in district professional development	Riddle, Karen	9/2/2014	Student journals, staff sign-in sheets, Teacher data notebooks	5/29/2015 monthly
G1.B1.S1.MA1	Monthly professional development	Zigler, Cory	9/2/2014	School calendar, student journals, lesson plans, Palm Beach Performance Assessment data, Teacher data notebooks	5/29/2015 monthly

Palm Beach - 0281 - Sunset Palms Elementary School - 2014-15 SIP
Sunset Palms Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Monthly professional development	Riddle, Karen	8/18/2014	student journals, classroom observations, writing committee minutes	6/4/2015 monthly
G1.B2.S1.MA1	Monthly professional development	Riddle, Karen	8/18/2014	Sign-in sheets, student journals, classroom observations	6/4/2015 monthly
G1.B1.S2.MA1	Administration will review and provide feedback from committee meeting minutes monthly.	Zigler, Cory	9/2/2014	Student journals, lesson plans, writing assessments, observations, Learning Village	5/29/2015 monthly
G1.B1.S2.MA1	Administration will review and provide feedback from committee meeting minutes monthly.	Zigler, Cory	9/2/2014	Monthly committee minutes.	5/29/2015 monthly
G1.B2.S2.MA1	Reviewing current writing assessments for K-5 students	Riddle, Karen	9/2/2014	student journals, PBPA data, student work samples	5/22/2015 weekly
G1.B2.S2.MA1	Administration will review committee minutes	Zigler, Cory	9/10/2014	committee meeting minutes	5/20/2015 monthly
G1.B1.S3.MA1	Reviewing LTM minutes and providing feedback to teachers.	Zigler, Cory	8/12/2014	LTM minutes, lesson plans, Learning Village	6/4/2015 weekly
G1.B1.S3.MA1	Grade levels will submit their LTM minutes weekly.	Zigler, Cory	8/12/2014	LTM minutes including standards reviewed, school calendar	6/4/2015 weekly
G1.B2.S3.MA1	Administration will review student writing samples for evidence of increased rigor and stamina.	Riddle, Karen	8/18/2014	Student journals, writing samples and PBPA data	6/4/2015 weekly
G1.B2.S3.MA1	Administration will review PDD minutes, provide feedback and meet with teams as needed.	Zigler, Cory	8/12/2014	PDD minutes	2/26/2015 monthly
G1.B1.S4.MA1	Student participation in tutorial program	Zigler, Cory	11/13/2014	Attendance logs, PBPA data, classroom performance, teacher recommendation, observation and feedback	5/6/2015 weekly
G1.B1.S4.MA1	Student attendance in tutorial program, Utilize research based curriculum resources	Zigler, Cory	11/13/2014	Attendance logs, student work samples and journals, teacher observation and feedback	5/6/2015 weekly
G2.MA1	Administration will meet with teachers throughout the school year to review data.	Riddle, Karen	10/6/2014	Classroom performance and assessments, diagnostic data, Performance Matters data, grade book, progress reports and report cards	6/4/2015 quarterly
G2.B1.S1.MA1	Student participation in tutorial program	Zigler, Cory	11/13/2014	Attendance logs, FSA diagnostic data, classroom performance, teacher recommendation	5/8/2015 weekly
G2.B1.S1.MA1	Student attendance in tutorial program, Utilize research based curriculum resources	Zigler, Cory	11/13/2014	Attendance logs, FSA resource workbook	5/8/2015 weekly
G2.B1.S2.MA1	Administration will review data to monitor if learning gains are being achieved by high performing students.	Riddle, Karen	10/6/2014	EDW reports, Performance Matters reports, teacher observation, classroom assessments, progress reports and report cards	3/6/2015 one-time
G2.B1.S2.MA1	Lesson plans and LTM minutes will be reviewed by administration.	Riddle, Karen	8/18/2014	Lesson plans, LTM Minutes, observation data, student work samples	6/4/2015 weekly

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 Opportunities

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

G1. Increase student comprehension of informative and opinion text based writing for evidence, collaboration and conventions.

G1.B1 Adjustment to updated version of Florida Standards for Writing.

G1.B1.S1 District professional development.

PD Opportunity 1

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

Facilitator

Lauren Stone and Natasha Araos

Participants

Administration and teachers

Schedule

Monthly, from 9/2/2014 to 5/29/2015

G1.B1.S3 Collaboration and common planning within and across grade levels.

PD Opportunity 1

Provide collaboration and common planning time within and across grade levels.

Facilitator

Lauren Stone and Natasha Araos

Participants

Teachers and administration

Schedule

Weekly, from 8/12/2014 to 6/4/2015

G1.B2 Adequate time to conference with students on a regular basis.

G1.B2.S1 District professional development

PD Opportunity 1

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

Facilitator

Lauren Stone and Natasha Araos

Participants

Administration and teachers

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G2. Increase overall Mathematics learning gains by 5% .

G2.B1 Differentiating instruction is challenging due to various student achievement levels in classrooms.

G2.B1.S1 Low achieving students targeted for participation in tutorial program.

PD Opportunity 1

Diagnostic data, classroom assessments, Performance Matters data and teacher observation

Facilitator

District Technology Instructional Specialist

Participants

Select teachers and administration

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G2.B1.S2 Increase math enrichment opportunities and rigor for proficient and above level students.

PD Opportunity 1

Teachers collaborate utilizing resources in Learning Village to develop rigorous and higher order learning opportunities.

Facilitator

Lead Cohort Teachers

Participants

teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

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: Increase student comprehension of informative and opinion text based writing for evidence, collaboration and conventions.	3,600
Goal 2: Increase overall Mathematics learning gains by 5% .	3,900
Grand Total	7,500

Goal 1: Increase student comprehension of informative and opinion text based writing for evidence, collaboration and conventions.

Description	Source	Total
B1.S4.A1 - Pay for tutorial teachers.	School Improvement Funds	3,600
Total Goal 1		3,600

Goal 2: Increase overall Mathematics learning gains by 5% .

Description	Source	Total
B1.S1.A1 - Tutorial resource workbooks.	School Improvement Funds	300
B1.S1.A1 - Pay for tutorial teachers	School Improvement Funds	3,600
Total Goal 2		3,900