

School Improvement Plan

2015-2016

Sunset Hills Elementary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Sunset Hills Elementary	Principal's First Name Daphne	Principal's Last Name Miles
School Advisory Council Chair's First Name Farraah	School Advisory Council Chair's Last Name Hippie	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

We envision Sunset Hills Elementary as a diverse school where families, students and staff share and learn together. We believe that we can build a place that prepares students for college, career, and life.

SCHOOL ENVIRONMENT

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

Teachers build positive relationship with families by extending families opportunities through orientations, Back to School Nights and other annual school/ community events. Positive relations between teachers and students are developed through class culture building activities which include review of school mission and vision, class goal setting activities, and celebrations which reflect school diversity.

Teachers will be trained in the use of culturally responsive classroom management systems including a blended STOIC model with various CHAMPS strategies.

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

Teachers and staff are visible and prepared daily for students, which includes providing a safe learning community. Safety patrols assist with the monitoring of students before and after school.

Students are expected to follow school rules which are promoted through a school wide behavior program. Students are recognized for demonstrating expected behavior by faculty and staff through the use of Rays Way coupons. Other efforts to create a safe learning environment include but are limited to the programs:

C2C
DARE

Describe the school wide 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.

The primary method for assisting students with behavior change is the Positive Behavior Support program. The School-Wide Expectations (also known as Guidelines for Success) represent the minimum behavioral expectations required for a successful participation in the educational process. All students are responsible for demonstrating these behaviors.

The school-wide expectations are:

Respectful to all

Stingrays show tolerance and consideration for others. Stingrays work collaboratively with staff and other students. Stingrays select both verbal and nonverbal methods of expressing thoughts, feelings, needs, and concerns in ways that are acceptable within the school

2-Pending FSA data
3-Pending FSA data
4-goal of 80% was not met-actual performance 65%
5-goal met (see Part II-Section D)
8-goal not met-revision of goal needed
9-goal not met-revision of goal needed
10-goal met (see Part II-Section J)
11-goal met (see Part II-Section K)

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

Teacher incentives: at least 500.00-1,000.00
C2C/ (Rays Way) Program Incentives: at least 500.00-700.00
Academic and Fitness Awards (Math, Science, 5th Grade Student Recognition) at least 200.00-500.00

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The SAC chair will be invited to and participate in the SIP planning meetings beginning first semester (Fall 2015). SAC will receive monthly updates regarding the progress of school improvement SIP goals and related school events. The SAC minutes shall include updates provided by principal or designee. The administrative team shall recommend a different SAC meeting time and/or day to increase family engagement at monthly SAC meetings.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC will meet on a monthly basis to discuss issues related to the School Improvement Plan.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Teaching Job-Embedded Training-amount not to exceed the total amount of available discretionary funds available
Student incentives and materials including but not limited to technology and educational trips-0not to exceed the total amount of available discretionary funds available

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I**CURRENT SCHOOL STATUS****Section C****Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Daphne	Last Name Miles	Email Address milesd@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Social Science	# of Years as an Administrator 12	# of Years at Current School 1
Certifications (if applicable) Educational Leadership (All levels); BS Social Science Education			

ASSISTANT PRINCIPAL #1

First Name Julie	Last Name Brewster	Email Address brewsterju@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Elementary Education K-6	# of Years as an Administrator 0	# of Years at Current School 0
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

of instructional employees: 43

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

% certified infield, pursuant to Section 1012.2315(2), F.S.: _____

% ESOL endorsed: 58.1

% reading endorsed: 14.0

% with advanced degrees: 27.9

% National Board Certified: 4.7

% first-year teachers: 14.0

% with 1-5 years of experience: 18.6

% with 6-14 years of experience: 23.3

% with 15 or more years of experience: 41.9

PARAPROFESSIONALS

of paraprofessionals: 3

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Develop partnership with regional higher educational institutions (SPC, USF, UCF) to provide internship for education majors
 Provide support through mentors and Professional Learning Communities
 Recruit Clinical Education Teachers
 Attend PCSD job placement fairs

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

Reviewing of school mission, values, and goals (team building activities)
 Reviewing of district mission, goals, values, and strategic directions
 Common planning time daily
 PLC's weekly
 Professional Development training
 Teacher Recognition and Celebrations
 School Based Committees/Cadres

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

All new teachers are expected to attend Embrace Pinellas, a district orientation program. New teachers will learn district and school expectations including content and classroom management strategies. New teachers to SHES will attend monthly meeting to receive support and review school procedures and policies. SHES Lead Teacher Mentor will be designated by school principal for the 2015-16 school year.

PART I CURRENT SCHOOL STATUS

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBELM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Data is analyzed to determine instructional and school improvement goal gaps. A review of previous year FCAT 2.0, SAT 10 , and district common assessment data shall be used to determine student needs and achievement trends.

SBLT will review data as a progress monitoring tool. Tier 2 and 3 student data shall be monitored by instructional teachers, the support services team which includes an administrator, DMT, school psychologist , and school social worker. Baseline, mid-year and end of year data sources shall be reviewed using the 8 step problem solving method determine academic gaps and areas for improvement. Students who qualify for Tier 2 in Reading will participate in ERELM and/or Extended Learning Program.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

[Add Member](#) [Delete Member](#)

MTSS Team Member First Name	MTSS Team Member Last Name	Position
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MTSS Team Member First Name	MTSS Team Member Last Name	Position
Daphne	Miles	Principal
Julie	Brewster	Learning Specialist/AP
Richard	Smith	Student Achievement Coach
Alison	Harris	1st Grade Team Leader
Dawn	Gomez	2nd Grade Team Leader
Kim	Moore	3rd Grade Team Leader
Rachel	Bone	VE Teacher
Kristen	Esposito	Media/Technology Specialist
Anca	Irimie	ESOL Teacher
Heather	King	Kindergarten Team Leader
Donna	Lindquist	VPK Team Leader
Preston	Kilgore	Specials Team Leader
Renee	Ogburn	Gifted Teacher
Shea	Taylor	3rd Grade Team Leader
Valerie	Rodriguez	Social Worker
Cathy	Zambito	Educational Diagnostic
Michelle	Turner	Psychologist (temp).

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The SBLT will create and monitor the SIP to determine the level of performance of teachers and students as it relates to teaching and learning. The team shall use data to monitor school wide goals support student learning and teacher practice. The monitoring of school goals shall be the primary role of this team. The MTSS will be used as a continuous improvement framework/tool.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Data sources include but are not limited to:
 Formative assessments (teacher/grade level test, observations, exit slips)
 Common assessments (running records, ST math, Istation)
 State performance data (FCAT, FSA, CELLA, SAT 10)
 Behavior data (discipline reports, bullying reports, communication forms)

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The SBLT will develop and implement trainings to assist teachers with this process. Grade level team leaders will meet once a month with grade level teachers to monitor the implementation of instructional goals and student progress. Data job-embedded trainings for school leaders will be provided throughout the school year to build instructional leadership capacity.

PART I**CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Sunset Hills administration will consistently monitor collaborative plans (lesson plans), teaching points, and the use of core standards by teachers to ensure core instruction and materials align to Florida Standards.
Teachers are supported to ensure that all students have access to a Guaranteed and Viable Curriculum.
Teachers are expected to attend district level professional development training focusing on content and collaborative planning.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Based on data sources, the School Based Leadership Team will identify and recommend high yielding strategies which decrease achievement gaps among student groups.
Student Lexile levels are monitored to ensure appropriate reading development strategies.
Teachers utilize reteach and enrichment resources to help all students move in their academic achievement.
ELREM and Extend Learning Programs are currently provided.
ESOL and ESE services are provided to students who have been identify to receive services.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Teachers are expected to teach students how to identify similarities and differences across content area.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

teach students how to compare, contrast and classify

Provide a description of the strategy below.

Use of the following strategies but not limited to:
cause and effect links
venn diagrams
comparing and contrast organizers

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

Data is collected through the following assessments:
classroom (formative)
common (formative)
FSA (summative)

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Instructional teachers, hourly teachers, associates

INSTRUCTIONAL STRATEGY #2

Strategy Type

Teachers are expected to teach students how to summarize information and take notes.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

teach students how to identify, write and analyze key information

Provide a description of the strategy below.

Use of the following strategies but not limited to:
graphic organizers
quick writes
journal summaries

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

Data is analyzed through the use of:
classroom (formative)
common (formative)
FSA (summative)

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Instructional teachers, hourly teachers, associates

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers are expected to recognize and reward student progress.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

teacher recognition of student performance based on learning standards

Provide a description of the strategy below.

Use of the following strategies but not limited to:
differential techniques
authentic documentation-portfolios
high expectations

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

Data is collected and analyzed through:
PBS program (reward tickets)
Student and parent surveys

Who is/are the person(s) responsible for monitoring implementation of this strategy?

instructional teachers, hourly teachers, associates and Student Achievement Coach

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers are expected to provide academic practice through the use of homework.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

reinforce and extend student learning at home to engage parents in the learning process of child

Provide a description of the strategy below.

teacher are expected to engage families in student homework (learning)

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

survey families about what type of homework child(ren) are receiving and the effectiveness of the homework

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Instructional teachers, hourly teachers, associates

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Orientations/Back to School Night
 Parent Informational sessions (FSA)
 Kindergarten Roundup
 5th Grade articulation sessions for students (middle school counselor school explains course requirements and electives selection process)
 Newsletter information about grade level expectations/requirements

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Julie	Brewster	Learning Specialist/AP	brewsterj@pscb.org
Tracy	Beardsley	VE Resource Teacher	beardsleyt@pscb.org
TBD	TBD	ERELM Hourly Teacher	TBD

LLT Member First Name	LLT Member Last Name	Title	Email
Renee	Ogburn	Gifted Teacher	Ogburnsh@pcsb.org
Anca	Irimie	ESOL Teacher	Irimiea@pcsb.org
Maria	Patakoukos	Bilingual Assistant (ESOL)	Patatoukosm@pcsb.org
Barbara	Spanolios	STARS Assistant	Spanoliosb@pcsb.org
Chandella	Bowers	VE Associates	bowerscpcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT will implement the following steps to ensure that literacy is promoted:

1. develop a literacy survey for teachers, students and parents to determine needs and common expectations
2. analyze formative and summative data to identify academic (literacy gaps); identify literacy goals and ways to monitor
3. develop a plan with reading coach feedback from data
4. implement action plan including securing resources
5. celebrate success based on measurable outcomes at student, class, and family levels

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Major initiatives are pending based on FSA results. SAT 10 data shall be used to determined instructional reading gaps among students. Formative assessment shall be used as a data source to determine major initiatives.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section A **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
70		

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
70		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.5		

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.5		

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	69		
Black/African American	42		
Hispanic	64		
Asian			
American Indian			
English Language Learners (ELLs)	36		
Students with Disabilities (SWDs)	54		
Economically Disadvantaged	60		

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

SHES will meet or exceed the district or state average in reading proficiency, whichever is higher.

Provide possible data sources to measure your reading goal.

District Common Assessments
 Florida Standards Assessments
 Running Records
 SAT 10
 Teacher observations/walkthroughs
 Student work

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Provide differentiated reading instruction for all students	Teachers are expected to use lstation monthly assessment results to monitor student progress
Action 2	Plan to Implement Action 2
Elementary Reading Extended Learning Model	Bi -weekly ERELM teachers are expected to communicate with classroom teachers and ELP facilitators to discuss student attendance and progress using LLI goals. Communication is documented electronically and/or written to monitor collaboration.
Action 3	Plan to Implement Action 3
Extended Learning Program	Bi -weekly ELP facilitators are expected to communicate with classroom teachers and ERELM teachers to discuss student attendance and progress using LLI goals. Communication is documented electronically (PLC planning sheet) and/or written to monitor collaboration.
Action 4	Plan to Implement Action 4
Professional Development	Schedule district level coaches for just in time training based on component assessment results.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section B Area 2: English Language Arts (Writing)

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
48		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

SHES will meet or exceed the district or state average in writing proficiency, whichever is higher.

Provide possible data sources to measure your writing goal.

District common assessment
 Classroom assessments (informative assessments)
 Observations
 Progress Monitoring Plans/Data
 Invention Measurements

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Development	Schedule district level coach for just in time training based on component assessment results.
Action 2	Plan to Implement Action 2
Instructional Leadership	Teachers are expected to document (using PLC planning sheet) how students are given daily opportunities to write over extended time. The monitoring of these opportunities will be used to determine instructional gaps and student learning opportunities.
Action 3	Plan to Implement Action 3
Curriculum Monitoring	Teachers are expected to give in accordance with district schedule. A review of student results will be monitored after portfolio assessments to determine trends and instructional gaps.
Action 4	Plan to Implement Action 4
Technological Support	Teachers are expected to provide learning opportunities for students to practice keyboarding skills. A survey will be develop to determine if intermediate students are improving their keyboarding skills.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section C Area 3: Mathematics

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.6		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40		

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
90		

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
88		

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	66		
Black/African American	67		
Hispanic	41		
Asian			
American Indian			
English Language Learners (ELLs)	44		
Students with Disabilities (SWDs)	46		
Economically Disadvantaged	57		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

SHES will meet or exceed the district or state average in mathematics proficiency, whichever is higher.

Provide possible data sources to measure your mathematics goal.

- District Common Assessments
- FSA results
- Formative Assessments
- Teacher observations/walkthroughs
- Student work
- ST Math data
- STEM data

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Math Journaling	Teachers are expected to have students use math journals as formative assessments to measure students understanding and comprehension of mathematical practices. PLC planning sheets will be reviewed to determine and identify student learning gaps.
Action 2	Plan to Implement Action 2
Extended Learning Program	Bi-weekly ELP facilitators are expected to communicate with classroom teachers to discuss student attendance and progress using STMathgoals. Communication is documented electronically (PLC planning sheet) and/or written to monitor collaboration.
Action 3	Plan to Implement Action 3
ST Math	Bi-weekly teachers are expected to review and use STMath student data to plan and adjust instruction. Administration will monitor this process through PLC planning notes.
Action 4	Plan to Implement Action 4
Professional Development	Schedule district level coach for just in time training based on component assessment results.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section D **Area 4: Science**
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63	64	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46	27	

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25		

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Based on 2014-15 FCAT 2.0 science data. The 2015-16 science goal is to increase the level of proficiency in Science by 5% as measured by the FCAT 2.0.

Provide possible data sources to measure your science goal.

District Common Assessments

Formative Assessment
 FCAT 2.0
 Teacher observation/walkthroughs
 Student work/walkthroughs
 STEM data

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Science Lab (3rd, 4th and 5th)	Monthly teachers will be asked to document and reflect through the use of PLC planning sheet or surveys how they implemented and adjusted science lab lessons. Administrators will review this data monthly with JIT coach to determine fidelity of lesson implementation.
Action 2	Plan to Implement Action 2
Science Notebooks	Students are expected to track their learning/progress through the use science notebooks. JIT coach shall train and model this expectation with teachers. Administrative team and JIT coach shall monitor the implementation actions by conducting instructional rounds with teachers and students.
Action 3	Plan to Implement Action 3
Professional Development	Monthly teachers will receive collaborative training to learn how to use the Success Criteria model with students. Student surveys and teacher training assessments will be monitored to determine progress.
Action 4	Plan to Implement Action 4

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

The STEM goal is to enroll and maintain at least 30 students (4th and 5th grade) in the STEM club during the 2014-15 school year. Students shall demonstrate an increase in learning goals by 3% through the use of pre and post data as measured by STEM assessment. Students shall participate in the Pinellas School District STEM Day.

Provide possible data sources to measure your STEM goal.

Summative Assessment (science and math FSA)
 Formative Assessment (science and math common assessments)

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Development of STEM	Offer STEM academies to 4th and 5th grade students based on district application process. Monitor process to ensure guidelines were followed.
Action 2	Plan to Implement Action 2
Career Development	schedule speakers/professionals of STEM careers to speak with students. Conduct student interest surveys after speakers to determine to impact of information shared with students.
Action 3	Plan to Implement Action 3
Instructional Materials	seek support of SAC and other key stakeholders to support the purchasing of materials. Conduct a need assessment to determine instructional needs. Determine priorities next steps based on assessment.
Action 4	Plan to Implement Action 4
Technological Support	Conduct a needs assessment to determine technological support. Determine priorities/next steps based on assessment.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	11	
Grade 1	3	7	
Grade 2	1	10	
Grade 3	0	9	
Grade 4	0	12	
Grade 5	1	14	

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		4	
Grade 1		10	
Grade 2		14	
Grade 3			
Grade 4			
Grade 5			

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4			
Grade 5			

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2			
Grade 3			
Grade 4			
Grade 5			

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3	13	12	
Grade 4	17	7	
Grade 5	20	11	

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2		3.2	
Grade 3		4.4	
Grade 4		2.4	
Grade 5		8.9	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Intervention strategies focus on three areas: attendance, behavior and achievement. The Student Support Team shall be primarily responsible for monitoring of these intervention strategies based on varies data sources

1. the monitoring of student attendance -a weekly student attendance report shall be reviewed by student achievement and DMT to determine students who exhibit attendance warning signs
2. the monitoring of student behavior as indicated by communication forms and office referrals on a bi-weekly basis shall be reviewed by the SST team to determine students who exhibit behavior warning sign. The Student Achievement Coach and/ or teacher(s) are expected to contact student parent about concern(s)
3. the monitoring of student achievement-the review of mid-term reports shall be reviewed by SBLT/SST to determine what progress monitoring tools are appropriate

Barriers may include:
 Lack of consistency to identify students in a timely manner
 Student supports require a multiple service approach

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
In accordance with Bradley Memorandum of Understanding and the district's Bridging the Gap goals: SHES will increase the rate of which black students participate in STEM related extended programs on campus. Target: 30% of black students eligible will be recruited Barriers: Participation in other after school programs, transportation Actions: Use Performance Matter data to identify black students meeting proficiency levels in mathematics and science analyze data to determine which black students participate		0	
In accordance with Bradley Memorandum of Understanding and the district's Bridging the Gap goals, SHES will monitor the rate of suspension between black and non-black students Target: disparity should not exceed 10% of total black student enrollment Barriers: lack of culturally responsive training and use of community and district resources			
In accordance with Bradley Memorandum of Understanding and the district's Bridging the Gap goals, SHES will reduce the gap between proficiency rates on SAT 10 for black students as compared to non-black students in the area of reading comprehension and mathematics Target: reduce rate Barriers: lack of use of community resources and mentors			

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Sunset Hills offers multiple monthly opportunities to engage families. Parent organizations will develop a Family Engagement Action Plan to as an effective family engagement strategy.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Sunset Hills will share information with families through communication tools such as agendas, emails, newsletters, phone calls (School Messenger), parent-teacher conferences, student progress reports and the school marquee. Our families are invited and involved in PTA events, parent volunteers opportunities, school advisory committees, and Character Education Celebrations.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Business partnerships are organized through community liaison.
Programs used but not limited to:

Adopt A Class
 Great American Teach In
 Guest speakers throughout the school year
 C2C celebration funded with local businesses
 Fundraisers with local venues/establishments
 Other outreach events throughout the school year

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

[Add Target](#) [Delete Target](#)

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Improve the nutritional and/or physical activity environment of the school by working towards attainment of at least one additional Gold level status not currently met by the school in the Healthy Schools Inventory(HSI).		Bronze Level in 5 +	Bronze in 6 out of 6 ++

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

[Add PD](#) [Delete PD](#)

Professional Development Identified	
Related Goal(s)	
Topic, Focus, and Content	see Section II
Facilitator or Leader	JIT Science Coach, Administrators, Team Leaders, SBLT.SST
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	PLC, grade level teachers, school wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	PD once a month and on-going
Strategies for Follow-Up and Monitoring	Surveys, formative assessments, observations, walkthrough,c ollaborative planning sheets
Person Responsible for Monitoring	Instructional teachers, hourly teachers, administrators

PART IV COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

MEETING STUDENT NEEDS - 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 SBLT, SST, and various stakeholder groups shall use district and school level guidelines to determine how to support teacher expertise and student learning. A review of school budget in accordance with district policies shall govern how resources are identified and used. A school based focus group in partnership with SAC shall demonstrate fiscal responsibility through monthly reviewing how resources are used to support SIP goals.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	

If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

