Sunset Hills Elementary School

2019-20 School Improvement Plan

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Sunset Hills Elementary School

1347 GULF RD, Tarpon Springs, FL 34689

http://www.sunsethills-es.pinellas.k12.fl.us

Demographics

Principal: Johnnie Crawford

Start Date for this Principal: 7/1/2017

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: A 2016-17: A 2015-16: B 2014-15: B 2013-14: A
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

The Mission of Sunset Hills Elementary School is to provide a caring environment where families,
students and staff learn together to ensure all students are prepared for college, career and life.

Provide the school's vision statement

Provide a collaborative and equitable learning environment ensuring 100% student success

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	84	64	78	69	79	0	0	0	0	0	0	0	416
Attendance below 90 percent	2	12	9	15	6	9	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	5	14	17	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	3	4	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	7	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
23

Date this data was collected or last updated
Thursday 7/11/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	21	13	20	13	14	16	0	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	17	18	14	0	0	0	0	0	0	0	49

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	3	5	2	0	0	0	0	0	0	0	10

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	65%	54%	57%	62%	50%	56%
ELA Learning Gains	61%	59%	58%	54%	47%	55%
ELA Lowest 25th Percentile	37%	54%	53%	38%	40%	48%
Math Achievement	71%	61%	63%	77%	61%	62%
Math Learning Gains	70%	61%	62%	83%	56%	59%
Math Lowest 25th Percentile	53%	48%	51%	64%	42%	47%
Science Achievement	65%	53%	53%	70%	57%	55%

	EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**							**Total**
	K	**1**	**2**	**3**	**4**	**5**		
Number of students enrolled	42 (0)	84 (0)	64 (0)	78 (0)	69 (0)	79 (0)		416 (0)
Attendance below 90 percent	2 ()	12 ()	9 ()	15 ()	6 ()	9 ()		53 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)		0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	3 (0)	2 (0)		5 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	5 (0)	14 (0)	17 (0)		36 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	66%	56%	10%	58%	8%
	2018	65%	53%	12%	57%	8%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	66%	56%	10%	58%	8%
	2018	58%	51%	7%	56%	2%
Same Grade Comparison		8%				
Cohort Comparison		1%				
05	2019	62%	54%	8%	56%	6%
	2018	61%	50%	11%	55%	6%
Same Grade Comparison		1%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	72%	62%	10%	62%	10%
	2018	69%	62%	7%	62%	7%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	59%	64%	-5%	64%	-5%
	2018	71%	62%	9%	62%	9%
Same Grade Comparison		-12%				
Cohort Comparison		-10%				
05	2019	80%	60%	20%	60%	20%
	2018	85%	61%	24%	61%	24%
Same Grade Comparison		-5%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	54%	12%	53%	13%
	2018	67%	57%	10%	55%	12%
Same Grade Comparison		-1%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	25	21	23	55	53	10				
ELL	29	33	36	48	48	33	18				
BLK	50			73							
HSP	63	58		68	74						
MUL	75			83							
WHT	65	61	41	71	70	48	65				
FRL	51	52	31	65	64	55	60				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	47	50	30	60	58					
ELL	38	47		50	76						
BLK	30			70							
HSP	46	50		71	81						
MUL	67	70		75	80						
WHT	65	54	38	78	83	61	74				
FRL	50	49	46	74	80	71	60				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	82
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The lowest performance was our Federal Index - Students With Disabilities 29%. The structure and setup of implementing student service minutes, ensuring the proper interventions in place, and the monitoring of progress for each student in this subgroup.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The greatest decline was 4th grade math proficiency by 12 percentage points. The contributing factors include multiple long term substitute fill ins throughout the year and a minimal focus in math professional development.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The greatest gap compared to the state average was our ELA L25 growth. The contributing factors to this gap is our gap in understanding every student and their academic, social/emotional, and behavioral needs.

Which data component showed the most improvement? What new actions did your school take in this area?

The component that showed the most improvement was our ELA growth overall with a 8 percentage point increase. The school took initiative in deconstructing the standard and focusing on daily targets aligned to the standards through collaborative planning.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the EWS data, our our area of concern is student attendance below 90 percent of the year may be contributing to the decline our data and student growth.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. ESE
2. Conditions for Learning
3. English Learners
4. ELA
5. Mathematics

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Our current level of performance is 65% proficient, as evidenced in 2018 – 2019 Florida Standards Assessment ELA results. We expect our performance level to be 73% proficient by evidence on the 2019 – 2020 Florida Standards Assessment ELA results. The problem/gap is occurring because students are not exposed to the amount of Intentional and purposeful planning of literacy based assignments needed. If Intentional and purposeful planning of literacy based assignments would occur, the proficiency would increase by 8%.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency on the Florida Standards Assessment ELA portion will increase from 65% to 73%, as measured by the 2020 Florida Standards Assessment. The percent of all L25 students achieving a learning gain on the Florida Standards Assessment ELA portion will increase from 37% to 50%, as measured by the 2020 Florida Standards Assessment.
Person responsible for monitoring outcome	Julie Brewster (brewsterju@pcsb.org)
Evidence-based Strategy	Intentional and purposeful planning of literacy based assignments to ensure all learners engage in cognitively complex task aligned to grade level standards to close the achievement gap.
Rationale for Evidence-based Strategy	Research according to Robert Marzano, John Hattie, and Southern Regional Education Board (SREB) supports this high impact strategy. The specific evidence that will be implemented and monitored include from the use of Powerful Literacy Practices (PLP): - clear and measurable learning targets are established and communicated to the students and assessed by the teacher - mini-tasks (reading, writing, speaking and/or listening) are embedded into lessons to support the learning of skills and content - formative and summative assessments are used in all aspects of the learning process (feedback specific)
Action Step	
Description	1. Provide PD of the Quality Plus Teaching Strategies (QPTS) 2. Provide PD on bringing Instructional Design and Literacy-Based task together 3. Implement QPTS and Literacy Based task with fidelity 4. Monitor effectiveness of instruction by reviewing the student task and conduct regular walk-throughs
Person Responsible	[no one identified]

#2	
Title	Mathematics
Rationale	Our current level of performance is 71% of students are proficient in mathematics, as evidenced in 2018 – 2019 Florida Standards Assessments results. We expect our performance level to be 85% by the 2019 – 2020 Florida Standards Assessment for Mathematics administration. The problem/gap is occurring because students are not exposed to intentional and purposeful planning of mathematics needed. If intentional and purposeful planning of mathematics would occur, the proficiency would increase by 16%.
State the measureable outcome the school plans to achieve	The percent of students achieving proficiency on the Florida Standards Assessment math portion will increase from 71% to 85%, as measured by the 2019 Florida Standards Assessment.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Intentional and purposeful planning of mathematics to ensure all learners engage in cognitively complex task aligned to grade level standards to close the achievement gap.
Rationale for Evidence-based Strategy	Research according to Robert Marzano, John Hattie, and Southern Regional Education Board (SREB) supports this high impact strategies. The specific evidence that will be implemented and monitored include from the use of Powerful Math Practices (PMP): - planning for and ensuring a balanced approach to mathematics - engaging students in assignments with tasks that promote reasoning and problem solving - utilizing questioning and feedback for deeper understanding
Action Step	
Description	1. Teachers utilize systemic documents to effectively plan for mathematics units that incorporate the Powerful Mathematical Practices and rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS) 2. Teachers use planning tools to plan purposeful questions based on anticipated student solutions and misconceptions 3. Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessment System (MFAS) and Rich Mathematical Tasks from the Curriculum Guides.
Person Responsible	[no one identified]

#3	
Title	Science
Rationale	Our current level of performance is 65% of 5th grade students are proficient, as evidenced in 2018 – 2019 Science Standard Assessment. We expect our performance level to be 70% of students proficient by the end of the 2019 – 2020 school year. The problem/gap is occurring because students are not using purposeful activation and transfer strategies. If we implement effective instructional practices, students will use purposeful activation and transfer strategies, and proficiency rates will increase by 5%
State the measureable outcome the school plans to achieve	The percent of 5th grade students proficient will increase from 65% to 70%, as measured by the Science Standard Assessment.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	By enhancing the staff's capacity to identify critical content from the Standards in alignment with district resources and increasing their ability to engage students in complex tasks, our staff capacity to support students through purposeful activation and transfer strategies will naturally happen.
Action Step	
Description	1. Ensure students have opportunity to complete all components of science labs. 2. Utilize the 5 E Instructional model, inclusive of explicit and modeled instruction, guided practice with teacher support and feedback and opportunities for individual practice. 3. Implementation monitoring of the science lab through walkthroughs and pre/post tests. 4. The use of diagnostic and cycle data to inform academic vocabulary gaming and 3rd/4th review plan. 5. Provide professional development for purposeful activation and transfer strategies.
Person Responsible	[no one identified]

#4	
Title	Conditions for Learning
Rationale	The overall Federal Index for all students was 63%, 62% for black students, 29% for students with disabilities (SWD) , 54% for economically disadvantaged students, and 41% is for English Language Learners (ELL). The problem/gap is occurring because culturally relevant instructional strategies are not known and/or used by staff. If we provide an equitable and culturally relevant environment to include building relational capacity, empowering students voice/respect, and hold high expectations for all with equitable outcomes, then our students' learning gains will accelerate leading to a higher federal index percentage for each subgroup. According to John Hattie's research, planning and prediction (knowledge of individual learners needs) have a .75 correlation with student achievement. (Visible Learning, John Hattie 2009)
State the measureable outcome the school plans to achieve	The Federal index for Students With Disabilities (SWD) will increase from 29% to 50%, as measured by the 2020 Florida Standards Assessment. The Federal index for Economically Disadvantaged (FRL) will increase from an average of 54% to 60%, as measured by the 2020 Florida Standards Assessment. The Federal index for English Language Learners (ELL) will increase from 41% to 50%, as measured by the 2020 Florida Standards Assessment. The Federal index for Black (B) students will increase from 62% to 65%, as measured by the 2020 Florida Standards Assessment.
Person responsible for monitoring outcome	Johnnie Crawford III (crawfordjo@pcsb.org)
Evidence-based Strategy	Establish and maintain effective relationships in an equity centered classroom.
Rationale for Evidence-based Strategy	If every teacher and school based staff member engages in strategies that support the academic, social-emotional, and behavioral needs of diverse students, then each and every students' needs will be known and met. Specific evidence to implement and monitor - predict the needs of learners through restorative practices - cognitive process to support learning - flexible instruction and curriculum design

Action Step

Description	1. Define and review school wide PBIS/RP expectations and positive rewards 2. Gather PBIS/RP data through classroom walkthroughs and school wide data analysis 3. Determine and provide professional development based on walkthrough data 4. Continious monitoring and feedback through Equitable Problem Solving

Person Responsible   [no one identified]

#5	
Title	Bridging the Gap with Equity for All: Black Students
Rationale	Our current level of performance for black students scoring a three or higher on the ELA portion of the FLORIDA STANDARDS ASSESSMENT is 56%, as evidenced by the 2018-19 ELA Florida Standards Assessment. We expect our performance level to be 70% by the end of the 2019 - 2020 school year. The problem/gap is occurring because culturally relevant instructional strategies are not known and/or used by staff. If our instructional staff had sufficient knowledge of and utilized culturally relevant instructional strategies, the percentage of black students scoring a level three or higher on the ELA portion of the FLORIDA STANDARDS ASSESSMENT will increase from 56% to 70%.
State the measureable outcome the school plans to achieve	The percent of black students scoring a three or higher on the ELA portion of the FLORIDA STANDARDS ASSESSMENT will increase from 56% to 70%, as measured by 2019-2020 ELA Florida Standards Assessment.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
Rationale for Evidence-based Strategy	Black students will be more engaged in learning, motivated to complete work and develop stronger relationships with teachers and classmates. This will lead to improved scores in ELA, especially in writing, where these students tend to struggle.
Action Step	
Description	1. During data chats with teachers, make sure that the breakdown of student performance includes that of black students. Discuss strategies that can be used to meet the needs of these learners. 2. Provide Professional development in CRT strategies that specifically meet the needs of black students. Model these strategies during curriculum meetings and PLC's. 3. Conduct walkthroughs with district personnel to monitor fidelity of CRT/6 M's strategies throughout the school and support with embedded coaching as needed. Include CRT/6M's in lesson planning sessions with teachers to ensure they are being used consistently and purposefully to guide students to high levels of rigor. Provide support and professional development in Restorative Practices, especially circles and SEL.

Person Responsible	[no one identified]

#6	
Title	ESE
Rationale	Our ESE students continue to struggling with mastery of grade level content s evidence by the percentages of Level 1 & 2 on the FSA. Our continued efforts to collaboratively plan grade level material with general education teachers and servicing our ESE students via a "push in" model and will provide timely support for students and increase proficiency.
State the measureable outcome the school plans to achieve	The Federal index for Students With Disabilities (SWD) will increase from 29% to 50%, as measured by the 2020 Florida Standards Assessment.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Collaborative Planning and the use of the pushing -in model. ESE and General Education teachers will work closely to meet the needs of the students they have in common. Time is set aside to analyze student work and performance data.
Rationale for Evidence-based Strategy	According to Marzano's Focus Model, Collaboration is a professional responsibility and significantly increases the rate of student success. In addition, by pushing in, ESE teachers can ensure students are able to process new content, practice skills, strategies and processes as they access grade level content.
Action Step	
Description	1. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs. 2. Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services. 3. Embed metagcognitive strategies into content based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. 4. Make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology. 5. Collect and interpret data from multiple sources to progress monitor IEP goals and objectives and drive instruction based on student need including regular and purposeful adjustment to accommodations and interventions.
Person Responsible	[no one identified]

#7	
Title	English Learners
Rationale	If we provide an equitable and culturally relevant environment to include building relational capacity, empowering students voice/respect, and hold high expectations for all with equitable outcomes, then our students' learning gains will accelerate leading to a higher federal index percentage for each subgroup.
State the measureable outcome the school plans to achieve	The Federal index for English Language Learners (ELL)will increase from 41% to 50%, as measured by the 2020 Florida Standards Assessment.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Teachers will plan and deliver instruction to their EL students aligned with their language proficiency levels. The lessons and activities will be based on grade level standards and will include language objectives that will support their English language development.
Rationale for Evidence-based Strategy	Lessons must be providing rigorous, providing on-grade level instruction to EL students while keeping in consideration their English language abilities. If teachers plan lessons aligned with grade level standards and with students' ELP, the gap will be reduced by at least 10%.
Action Step	
Description	1. Utilize Ellevation to obtain students' length of time in US schools and language proficiency levels; provide this data to teachers so they can plan effective instruction 2. Provide learning opportunities for teachers on the use of WIDA Ellevation reports and Can Do Approach to support differentiated planning and instruction, based on student language proficiency levels 3. Develop a plan for monitoring the LF students' performance 4. Utilize and monitor the implementation of Can Do Descriptors and Model Performance Indicators in the planning and practice within all classrooms to ensure instruction matches the needs of ELs and scaffolding provides and appropriate entry-point for grade-level content with ongoing support. 5. Monitor the lesson planning and classroom implementation of effective lessons to engage ELs in rigorous, standards-based work rich in language development. Utilize Marzano Focus Model Go To Strategies for English Language Learners document to provide ongoing feedback to teachers to support development of their practice in supporting ELs.
Person Responsible	[no one identified]

#8	
Title	Family Engagement
Rationale	Our current level of performance in the category of communication for families and communities is currently 4 as measured by the Advanc-Ed parent survey.

State the measureable outcome the school plans to achieve	We will increase the percentage of communication from 4 to 5 as measured by the Advanc-Ed parent survey.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Effectively communicate with families about their students' progress and school processes/practices. We will utilized multiple forms of communication, such as face to face, school messenger, class dojo, and the school website.
Rationale for Evidence-based Strategy	Parent survey data suggest that various modes are communication are needed. Simply putting it on a calendar is not enough, verbal reminders are sometimes needed as well as electronic flyers sent directly to cell phones.

Action Step	
Description	1. Back to School Night. 2. Conduct state of the school midway through the year. 3. School website and monthly calendar to communicate information effectively to families, as well as conduct school messenger calls. 4. Teachers record all communication in FOCUS so that parent communication accessed and monitored. 5. Provide opportunities on non-student contact days for teachers to meet with parents to update them on students' progress.
Person Responsible	[no one identified]

#9	
Title	Attendance
Rationale	Our current attendance rate is 84%. We expect our performance level to be 90% by June 1, 2020. The problem/gap in attendance is occurring because 16% of our students are missing more than 10% of school. If we correctly identify why a student is missing 10% or more of school and provide an individualized problem specific remedy, the individual student's attendance will improve and the school wide problem would be reduced by five percent. We will analyze and review our data for effective implementation of our strategies by reviewing tier 2 & 3 plans bi-weekly during Child Study Team (CST) meetings and monthly during School Based Leadership (SBLT) meetings.
State the measureable outcome the school plans to achieve	The percent of all students missing more than 10% of school will decrease from 16% to 10 %, as evidenced by our School Profile Data.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
Rationale for Evidence-based Strategy	If we strengthen the attendance problem-solving process then the implementation of Tier 2 & 3 interventions would address and support the needs of all students.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. 3. Develop and implement attendance incentive programs and competitions. 4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 5. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). 8. Develop staff understanding of their role in supporting student attendance-PND codes, parent communication, check in check out- as well as our school wide attendance process. 9. Train various parent groups-PTA, SAC, kindergarten families- on the

importance of attendance and its
impact on student learning and achievement.

Person Responsible	[no one identified]

#10	
Title	Healthy Schools
Rationale	Our current level of performance is that we are meeting 4 out of 6 of the modules, as evidenced in Alliance for a Healthier Generation's Healthy Schools Program. We expect to meet 5 out of 6 modules) by Spring 2019. The problem/gap is occurring because of lack of evidence of implementation for the last 2 modules. If review the modules and implement more opportunities for focusing on healthy foods/movement and plan events accordingly it would occur, the problem would be reduced by meeting at least the 5 of the 6 modules.

State the measureable outcome the school plans to achieve	The number of all modules we receive recognition on will increase from 4 to at least 5 to allow us to continue to grow towards meeting 6 out of 6 modules in the future years, as measured by Alliance for a Healthier Generation's Healthy Schools program.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Implement school-wide healthy activities throughout the school year that include students, staff, families and community partners
Rationale for Evidence-based Strategy	This strategy will provide our school with healthy choices and activities for all.

Action Step	
Description	1. Conduct pre-test on Healthy Alliance modules. Based on results, select the module which we can show improvement and create a calendar of activities and things to do to make it happen. 2. Healthy Schools team will need to meet monthly to update their calendar/ action plan and then share outcomes and results with principal. 3. Share goals/ outcomes with the staff and families so that they are motivated to participate and advocate a healthier lifestyle to students. 4. Involve PTA and Community Liaison in supporting some of the activities as a connection to families and the community.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

NA

Part V: Budget						
1	**III.A**	**Areas of Focus: ELA**				**$0.00**
2	**III.A**	**Areas of Focus: Mathematics**				**$0.00**
3	**III.A**	**Areas of Focus: Science**				**$0.00**
4	**III.A**	**Areas of Focus: Conditions for Learning**				**$4,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4381 - Sunset Hills Elementary School	School Improvement Funds		$1,000.00
			Notes: Action Step: Define and review school wide PBIS/RP expectations and positive rewards We will use these funds to purchase incentives and recognize students for meeting expectations or displaying our Guidelines for Success Criteria			
			4381 - Sunset Hills Elementary School	Other		$2,500.00
			Notes: Action Steps: Determine and provide professional development based on walk-through data. Continuous monitoring and feedback through Equitable Problem Solving. In 2018-19 we conducted walk-throughs to determine, to what extent Student Centered Practices or Cultural Responsive teaching was occurring in our classrooms. We will use these funds to purchase flexible seating items.			
			4381 - Sunset Hills Elementary School	School Improvement Funds		$1,000.00
			Notes: Action Steps: Determine and provide professional development based on walk-through data. Continuous monitoring and feedback through Equitable Problem Solving. In 2018-19 we conducted walk-throughs to determine, to what extent Student Centered Practices or Cultural Responsive teaching was occurring in our classrooms. We will use these funds to purchase TDE's to allow our teachers to observe their colleagues and plan for and implement more Culturally Responsive Teaching.			
5	**III.A**	**Areas of Focus: Bridging the Gap with Equity for All: Black Students**				**$0.00**
6	**III.A**	**Areas of Focus: ESE**				**$0.00**
7	**III.A**	**Areas of Focus: English Learners**				**$0.00**
8	**III.A**	**Areas of Focus: Family Engagement**				**$0.00**
9	**III.A**	**Areas of Focus: Attendance**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4381 - Sunset Hills Elementary School	School Improvement Funds		$1,000.00

		Notes: Action Step: Develop and implement attendance incentive programs and competitions. We will use these funds to purchased incentives and provide special recognition	
10	**III.A**	**Areas of Focus: Healthy Schools**	**$0.00**
		Total:	**$5,500.00**