

Sunset Park Elementary

12050 OVERSTREET RD, Windermere, FL 34786

www.ocps.net/lc/southwest/esp

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	26%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange 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>.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To be the top producer of successful students in the nation.

Provide the school's vision statement

To lead our students to success with the support and involvement of families and the community.

School Environment

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

Sunset Park Elementary has a diverse student population representing at least 10 different languages and many nationalities. The school highlights various cultures in the school during morning announcements and other school-wide events and activities. We then work to help scholars learn to celebrate their unique differences and how everyone's differences can support the greater part of the whole. Through our Parent Leadership Counsel (PLC) we work as a community to learn about our school's makeup of students coming with different languages and/or cultural heritages. Relationships between the staff and scholars, and between the school and the community are dependent on the understanding and acceptance of each other's' backgrounds and heritage. The underlying level of acceptance and respect is what helps us to build the relationships needed for success.

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

The Sunset Park faculty and staff work to build the "relationship" piece of the school through the philosophy of "Rigor, Relevance and Relationships". Discussions of the research behind the importance and impact of building relationships occur in staff and grade level meetings. By having staff present throughout the school from the time scholars are welcomed into the building, until the time they exit our campus, we ensure that we are addressing scholars with a smile and talking with them about relevant topics and things that are important to them. Fifth grade scholars are encouraged to help learn how to support the safety of our school through the Safety Patrol program that assists in the morning arrival and afternoon dismissal.

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

Sunset Park utilizes the Positive Behavioral Intervention and Supports (PBIS) model of behavior management. PBIS is a systemic approach to proactive, school-wide behavior based on a Multi-Tiered System of Support (MTSS) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Through the implementation of PBIS we build on existing strengths, complementing and organizing current programming. The PBIS model helps with a reduction in disciplinary interventions and increases in academic achievement. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

Faculty and staff are trained on the school-wide behavior expectation and these are reviewed with scholars at the start of each marking period.

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

Sunset Park is fortunate to employ a behavior specialist (certified) and a behavior trainer (classified) on staff. These staff members work with the scholars that have been identified as having behavioral and/or social emotional needs. These needs are met through behavior plans and support, social skills lessons, and positive behavioral reinforcements. In addition to this level of behavior support, our school Instructional/MTSS coaches help to mentor scholars that need additional classroom and academic support. Students with needs are monitored through the MTSS academic and behavior models. If needed, a referral process is in place through the staffing specialist. When additional assistance is needed, guidance provides information on counseling services available outside of school hours.

Early Warning Systems

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

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

Sunset Park utilizes a Multi-tiered System of Supports (MTSS) to ensure that we are monitoring each scholars' growth and current academic needs. Weekly data meetings are held to discuss common lesson planning, assessments, and analysis of data. Scholars not demonstrating a mastery of grade level standards (through multiple data points- including statewide assessments) are provided additional intervention time and strategies, and are monitored weekly or bi-weekly for growth of targeted skills. In addition to academics, we also use the MTSS model to monitor and support behavioral issues demonstrated by individual scholars. This system allows us to tailor the behavior support to the specific issues and needs of each scholar. Our school-wide behavior team, consisting of the Principal/ Assistant Principals, Staffing Specialist, Behavior Specialist, Behavior Trainer and classroom teachers work to monitor the specific levels of intervention and the appropriateness for any issues that are evident. Additionally, attendance is monitored and our leadership team tracks attendance concerns and works closely with the school social worker assigned who is notified after a student accumulates five or more consecutive unexcused absences.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	21	28	14	17	13	10	103
One or more suspensions	0	4	0	2	2	0	8
Course failure in ELA or Math	26	33	38	37	36	24	194
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	7	1	5	3	2	20

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

Sunset Park is fortunate to have the support of an amazing faculty, staff, and parent community. Through careful and proactive strategies, we have kept our "early warning" identified scholars to a minimum. The scholar(s) that may fall into this category are worked with individually and put through our Academic and Behavior MTSS process to determine the best course of action for the specific needs of that scholar. As a team the school and family work together to identify the antecedents, and the positive reinforcements that can be used in a behavior modification model. Positive behavior initiatives will help with decreasing classroom instruction disruptions due to discipline. Alternatives for out-of-school suspension are carefully considered to keep scholars in school and maximize learning.

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

Sunset Park has a high level of parent participation in our PTO, at school events, activities, and in the classrooms as volunteers. Sunset Park would like to continue to increase the overall percentage of parents volunteering and participating with approximately 85% of our families attending Meet the Teacher, Open House, and at least one family night event. Our parent involvement target includes increasing communication with parents to help them learn about our school, and get involved in our many programs and activities. The school will provide targeted activities for parents for whom English is a second language to increase their involvement in the Parent Teacher Organization (PTO), Parent Leadership Council (PLC), and School Advisory Council (SAC). In addition, Sunset Park Elementary School will focus on making parents more aware of the Multi-Tiered System of Supports (MTSS) and the Exceptional Student Education (ESE) process; providing ideas and suggestions on how they can support their child's academic growth in the home environment.

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

Sunset Park is fortunate to be located in a very strong community. Through our PTO, ADDitions volunteers, and Partners in Education (PIE), we work as a team to ensure that our scholars have the resources needed to thrive in the educational environment. Our community partners are very generous to the needs of our scholars. The Partners In Education (PIE) donate both time and resources to ensure that our teachers and scholars have what they need to successfully implement and interact with the curriculum.

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:

Name	Title
Bittick, Janet	Principal
Serrano, Agnes	Assistant Principal
Delvillar, Angela	Instructional Coach
Wagner, Karl	Assistant Principal

Duties

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

Our school leadership team has been charged with developing, training, and monitoring various plans and strategies that will support teachers as they provide a strong learning environment for our scholars. Each person on the leadership team has committed to supporting the school-wide vision and goals; while speaking with one voice and one purpose. Our Multi-tiered System of Supports (MTSS) leadership team consists of one to two teacher representatives from each grade level, Instructional Coaches, ESE support staff, and administration. Each of these members help to provide a cohesive vision and ensures the implementation of intervention support, as well as adequate professional development to support the MTSS model. The Principal also communicates with parents regarding school-based MTSS plans and activities through bi-monthly "Parent Coffees", PTO, and SAC. General education teachers (K-5) provide information on the curriculum/Florida State Standards, collect student data, implement Tier II and Tier III instruction/interventions, and work with staff members collaboratively to analyze data and make adjustments to the curriculum as necessary. Our Instructional Coaches provide guidance on the K-12 reading plan, assist with and support data collection and analysis, assist in the design and implementation of progress monitoring, identify literature on scientifically based curriculum aides, participate in the design and delivery of professional development, and support the implementation of Tier I, II, and III intervention plans.

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 school-based MTSS Leadership Team will use the FCIM model with teachers in order to create a support system for scholars not achieving grade level standards and/ or falling into the "Early Warning" criteria. The leadership team will work with teachers to ensure that all staff members are growing professionally and are increasing student achievement. Multiple measures/ common assessments are performed at key points throughout the year and scholars' data will be analyzed to determine specific areas of strength and any identified needs. Scholars' assessments help to determine each scholar's overall level of need. Once a level of need has been established, grade levels will perform an analysis of data to determine key targeted skills or strands that need further attention. Data analysis helps to identify strengths and needs of both the teachers and the scholars. Weekly data meetings and Professional Learning Community (PLC) meetings provide a forum for teachers, coaches, and administrators to discuss data trends and analysis, as well as develop intervention plans specific to the needs of each Tier II and Tier III scholar. SAI funds are used to

support after-school tutoring opportunities for scholars in grades 3-5 who are identified in our bottom 25% (scoring below the proficiency level) and/ or new scholars that are currently receiving Tier II and III interventions on the Reading MTSS system.

Sunset Park Elementary will follow the Florida Continuous Improvement Model (FCIM) which is a research-based improvement model. Implementation includes the following components of the Plan-Do-Check-Act model. Title III Services are provided through the district for educational materials and English Language Learners (ELL) district support services to improve the education of immigrant and English language learners. The school-based Staffing Specialist and Curriculum Compliance Teacher (CCT) provide services as needed for identified scholars in need of support.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisbeth Burnes	Parent
Janet Bittick	Principal
Virginia Brown	Teacher
David Weisberg	Teacher
Samia Zaveri	Teacher
Patricia Savage	Education Support Employee
Lisbeth Burnes	Parent
Gerald Dormevil	Parent
Tammy Forrester	Parent
Shannon Ore	Parent
Bill Sellers	Parent
Victoria Singh	Parent
Michael Walker	Parent
Nicci Bucher	Business/Community
Vanessa Waloxten	Parent
	Student
Robbie Arcenau	Teacher
	Student

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 Sunset Park School Advisory Council (SAC) met monthly to discuss the school's progress towards the goals addressed in the current School Improvement Plan (SIP). The committee made adjustments throughout the year that are then compiled and used to create the following school year's improvement plan. Goals, barriers and strategies which Sunset Park will address in this plan are discussed and agreed upon by the School Advisory Council (SAC). The 2015-2016 School Advisory Council reviewed the school improvement plan and discussed the goal that was developed through

staff collaboration and analysis of school-wide data from the 2015 Summative Assessments, and parent/staff/student surveys.

Development of this school improvement plan

The School Advisory Council (SAC) will provide input for school improvement activities and goals. This committee will help to analyze the parent/staff/student surveys, and use this analysis to guide the decision making process and setting of improvement goals for the school. SAC will also help to monitor completion of activities that are part of the improvement plan.

Preparation of the school's annual budget and plan

Each year the Sunset Park staff is invited to participate in a budget round table where the current needs of the school are identified and a staff "wants and needs" list is developed and prioritized. The projected budget is reviewed and scenarios are discussed to demonstrate how the allocations of funds can support both the staffing and resource needs of the school. The preliminary budget and pending enrollment forecasts are shared with SAC and priority items are discussed.

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

Tutoring: Before/After school - \$14,500

Purchase researched based intervention materials - \$6,129.33

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

Yes

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bittick, Janet	Principal
Serrano, Agnes	Assistant Principal
Delvillar, Angela	Instructional Coach
Wagner, Karl	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) helps to promote literacy in the school in the following ways: Through ensuring that the staff increases the use of high yield strategies in the area of reading (Marzano DQ 2,3, and 4). Through ensuring the school increases the number of scholars meeting or exceeding grade level expectations on FSA. By monitoring the implementation of Florida State Standards. Through training and implementation of Lesson Study and Document-based Questioning (DBQ). In addition, the Accelerated Reader and iStation programs help to motivate scholars to continue their progress in the area of reading. Finally, through grants and parent nights, the school continues to work with parents and the community to ensure that reading is highlighted and celebrated.

Public and Collaborative Teaching

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

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

Sunset Park Elementary prescribes to the Professional Learning Community (PLC) model of collaboration. Twelve Sunset Park teachers attended the Solution Tree/Rick DuFour PLC conference, learning key strategies and how to implement this model. At the start of the school year each team works together to write collective commitments, team "Norms", and SMART goals. Teams meet with Instructional Coaches three times each week to conduct common planning, common assessment, and data analysis discussions. All meetings take place with a focus on the PLC "Big Ideas" and the "Key Questions" to support learning and drive instruction.

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

As an "A school" in a highly desirable neighborhood, Sunset Park is fortunate to be able to recruit highly qualified candidates for interviews and positions. We work alongside OCPS employment services to ensure that candidates are highly qualified, in-field, and ready for service. School administration is responsible for hiring. Administration, support staff, and instructional coaches work with staff to refine and enhance teachers' knowledge and skill base through continued support and professional development.

Persons responsible:

Principal- Janet Bittick

Assistant Principal- Agnes Serrano

Assistant Principal- Karl Wagner

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

Sunset Park is fortunate to have a strong level of experienced teachers that serve as mentors for new and/or struggling teachers. Mentors are assigned to all teachers with less than three years of teaching experience and teachers new to the school. The pairing of mentors is done based on strengths of the mentors, needs of the mentees, and experience with the curriculum that the mentee is working with. The mentors must have consistently demonstrated student growth in their classrooms and must also have the required district Clinical Educator Training. The mentors work with their novice teacher in many areas such as, lesson planning, curriculum development, high yield teaching strategies, communication with families, classroom management, and assessment development. They meet on a regular basis throughout the school year. Monthly "Rookie Rap" meetings provide additional staff development and support for our new teachers. Topics for these meetings are driven by the specific needs of the group, and by suggestions from the group.

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 district has a rigorous adoption process that analyzes the correlation between core program materials and Florida Standards. Core instructional resources are provided on the Instructional

Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Sunset Park uses the MTSS system that utilizes multiple data points to monitor the level and continued growth of each scholar. Through our data analysis, each scholar is placed in an instructional tier (blue= above grade level, green = grade level/Tier I, yellow = below grade level/ Tier II, red = significantly below grade level/Tier III). The assigned tier determines the level of instruction, the amount of additional support needed, and the frequency of monitoring for scholar. Scholars in the red and yellow tiers are provided 30 minutes of additional small group daily intervention during our "What I Need" time (WIN). The scholars that are in Tier III are provided additional time to work on explicit areas of need as determined by the CORE assessment. Student groups are fluid based on progress monitoring at various checkpoints.

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

Additional assistance is provided for students who are performing below expectations based on previous Florida State Assessment scores and/or school-wide common formative assessments. This tutoring provides intervention on targeted skills to strengthen the foundational reading skills of our scholars. School based assessments (done during the school day) are used to determine individual needs of scholars. Students will have the benefit of working in a small group to receive specialized instruction from trained teachers. The reading and math tutoring is a 60 minute program, two times per week for 12 weeks. It is important that students are available to attend the full 60 minute tutoring program to make adequate learning gains. Scholars are monitored through a baseline and final assessment to determine if they have mastered the targeted skills required for grade level mastery.

Strategy Rationale

Additional time to support the teaching and learning of explicit skills needed by individual scholars will increase students' reading proficiency and academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Delvillar, Angela, angela.delvillar@ocps.net

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

Scholars are monitored through a baseline and final assessment (done during the school day) to determine if they have mastered the targeted skill required for grade level mastery. This data also helps to inform and support the after school tutoring. Data is collected by the grade level Instructional Coach and used to assess the effectiveness of the program and the continued needs of each scholar.

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

Children ready to enter kindergarten are invited to attend our kindergarten orientation with their parents in the spring. During this orientation these future kindergarten scholars attend a kindergarten class session where they work side-by-side with current kindergarteners. This opportunity helps to introduce them to our school, our staff, and the set-up of a kindergarten classroom. These future kindergarten scholars and their parents are also invited to join current scholars for our spring Family Literacy Night, and any other spring family event. Prior to starting school, the new kindergarten scholars are invited to come for a one-on-one assessment with one of our kindergarten teachers. This allows an opportunity for the teachers to get to know these new students and their baseline academic strengths and needs. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, modeling and

positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine learning gains, necessary changes to instruction and intervention programs.

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

This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S.

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

This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S.

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

This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S.

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

This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S.

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.** Sunset Park will increase student achievement through the use of rigorous, standards-based instruction. (Division Priority # 1 Accelerated Student Achievement)

- G2.** Sunset Park teachers will increase their capacity of knowledge for the use of higher level critical thinking skills in lessons. (Division Priority # 2 Invest In Human Capital)

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. Sunset Park will increase student achievement through the use of rigorous, standards-based instruction. (Division Priority # 1 Accelerated Student Achievement) 1a

G073254

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	75.0
FCAT 2.0 Writing Proficiency	75.0
Students exhibiting two or more EWS indicators (Total)	15.0

Resources Available to Support the Goal 2

- Instructional Coaches for grades K/1, 2/3, and 4/5
- A school-wide professional development calendar
- Outside presenters and professional development opportunities

Targeted Barriers to Achieving the Goal 3

- Sunset Park has had a lack of consistent, on-going, professional development targeted to the needs of the staff to meet school expectations.
- Sunset Park has not participated in common planning; nor had an expected level of continuity in teaching and learning expectations.
- Common assessments have not been used to monitor the growth in teacher performance and student learning.

Plan to Monitor Progress Toward G1. 8

The leadership team will conduct ongoing classroom observations, review student performance data and student work to determine whether teachers are making progress in delivery of standards-based instruction.

Person Responsible

Janet Bittick

Schedule

Monthly, from 9/11/2015 to 6/1/2016

Evidence of Completion

Classroom walk-through data will take place every three weeks. Classroom observation data/ student work and performance data reflecting growth and mastery of standards will be monitored.

G2. Sunset Park teachers will increase their capacity of knowledge for the use of higher level critical thinking skills in lessons. (Division Priority # 2 Invest In Human Capital) 1a

G073255

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	95.0

Resources Available to Support the Goal 2

- Professional development opportunities
- Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- The use of Depth of Knowledge (DOK) and Rigor by the Sunset Park staff in planning and executing daily lessons.

Plan to Monitor Progress Toward G2. 8

The Sunset Park leadership team will conduct observations of lessons and review lesson plans, to ensure that they are demonstrating higher level thinking skills and activities.

Person Responsible

Janet Bittick

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom observation, data reflecting the use and understanding of critical thinking, lesson plans reflecting critical thinking skills and activities to an appropriate level of rigor will all show evidence of monitoring.

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. Sunset Park will increase student achievement through the use of rigorous, standards-based instruction. (Division Priority # 1 Accelerated Student Achievement) **1**

 G073254

G1.B1 Sunset Park has had a lack of consistent, on-going, professional development targeted to the needs of the staff to meet school expectations. **2**

 B191385

G1.B1.S1 Sunset Park will develop a professional development calendar aligned to the needs of the school, based on longitudinal data and OCPS non-negotiable expectations. **4**

 S202846

Strategy Rationale

A focused and defined staff development will provide teachers with the strategies necessary to create and execute standards-based instruction.

Action Step 1 **5**

Sunset Park administrators will develop a 2015-2016 professional development calendar based on identified needs.

Person Responsible

Janet Bittick

Schedule

Annually, from 8/3/2015 to 6/1/2016

Evidence of Completion

Professional Development calendar

Action Step 2 5

Professional development activities will be conducted monthly.

Person Responsible

Janet Bittick

Schedule

Biweekly, from 9/2/2015 to 5/25/2016

Evidence of Completion

Professional Development agendas and handouts

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

Strategies acquired from professional development will be implemented into the common planning, common assessment, and in everyday classroom instruction.

Person Responsible

Janet Bittick

Schedule

Weekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

We will use informal observations, common lesson plans, common assessments, assessment data analysis, and PLC notes.

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

The leadership team will attend common planning, conduct ongoing classroom observations, and monitor performance data to determine whether teachers' knowledge of standards is increasing.

Person Responsible

Janet Bittick

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans will reflect a deeper understanding of assigned tasks to the rigor of the standards, students' work and performance data will reflect growth in mastery of the standards, and classroom observation data will reflect growth.

G1.B1.S2 Three Instructional coaches will be added to the support system to model, coach and monitor teachers' implementation. 4

S202847

Strategy Rationale

To provide staff with coaching, training, monitoring, and support.

Action Step 1 5

Sunset Park administration will hire three Instructional Coaches to support teaching and learning.

Person Responsible

Janet Bittick

Schedule

On 6/1/2015

Evidence of Completion

Human Resources contract and Coaching logs will be used as evidence.

Action Step 2 5

Instructional Coaches will be trained in methods to support teachers in the areas of common planning, rigorous instruction, and common assessments through site administration and OCPS district coaches.

Person Responsible

Janet Bittick

Schedule

Monthly, from 8/3/2015 to 6/1/2016

Evidence of Completion

Professional development and training notes will be used to monitor Instructional Coaches.

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

Effectiveness of coaches in a modeling and mentoring role will be monitored by administrators.

Person Responsible

Janet Bittick

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

iObservation, PLC notes, agendas, coaching logs will be used as evidence of implementation.

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

Sunset Park administrators will work side by side with the Instructional Coaches on planning and implementation. The effectiveness of the coaches will be monitored through the PLC process, monitoring of team meetings, and the growth of the individual teachers and classrooms that the coaches are assigned to support.

Person Responsible

Janet Bittick

Schedule

Quarterly, from 10/30/2015 to 6/1/2016

Evidence of Completion

Coaching logs reflecting the team and individualized coaching needed for growth in teaching standards to the highest depth of rigor, meeting agendas reflecting professional development, lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standard, and observational data to reflecting that strategies are being implemented correctly.

G1.B2 Sunset Park has not participated in common planning; nor had an expected level of continuity in teaching and learning expectations. 2

 B191386

G1.B2.S1 Professional development for coaches and staff on expectations for common planning will take place regularly. 4

 S202848

Strategy Rationale

Our Instructional coaches need to have the most recent training and strategies to support teachers and instructional shifts.

Action Step 1 5

Teachers will participate in multiple weekly common planning sessions to develop common lesson plans and identify appropriate strategies to increase rigor.

Person Responsible

Angela Delvillar

Schedule

Weekly, from 8/31/2015 to 6/1/2016

Evidence of Completion

Lesson plans, PLC notes, and iObservation notes will be used as evidence.

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

Administrators will conduct frequent observations, coaching sessions, and review lesson plans.

Person Responsible

Janet Bittick

Schedule

Weekly, from 9/22/2015 to 6/1/2016

Evidence of Completion

iObservation data, coaching notes, and lesson plans will be used as evidence.

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

The Sunset Park leadership team will attend common planning, observe an increase in the level of rigor seen in daily instruction, and review data to ensure that consistency is in place.

Person Responsible

Janet Bittick

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans will reflect a level of consistency among classes, observational data will show a level of consistency between expectations in each room, and student performance data will reflect a level of consistency in performance from class to class.

G1.B3 Common assessments have not been used to monitor the growth in teacher performance and student learning. 2

 B191387

G1.B3.S1 The teachers will participate in multiple weekly common planning sessions to develop common assessments. 4

 S202849

Strategy Rationale

Teachers' common expectations for learning will support learning for all scholars and drive a level of common instruction and assessment.

Action Step 1 5

Administrators will schedule weekly meetings with coaches and teams.

Person Responsible

Janet Bittick

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Meeting agendas and notes will be collected and reviewed as evidence.

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

The calendar will be monitored to ensure that these meeting times are sacred.

Person Responsible

Janet Bittick

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Outlook calendars, meeting agendas, meeting notes will be collected and reviewed as evidence.

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

The Sunset Park leadership team will attend common planning meetings, collect the common assessment data, and will continually review the data to spot trends and anomalies.

Person Responsible

Janet Bittick

Schedule

Every 3 Weeks, from 8/24/2015 to 9/11/2015

Evidence of Completion

Assessment data demonstrating a level of common performance from class to class will be monitored.

G1.B3.S2 Sunset Park will develop a common understanding and a consistent level of grading for each of the assessments. 4

S202850

Strategy Rationale

A consistent set of expectations for learning should be aligned across the grade level.

Action Step 1 5

Common grading expectations for all common assessments will be established by teachers and school administrators.

Person Responsible

Janet Bittick

Schedule

Weekly, from 8/24/2015 to 7/1/2016

Evidence of Completion

Criteria used for grading each assessment will be defined. Accurate reflection of scholars' mastery of standards will be monitored.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Common grading expectations will be set for all assessments to ensure consistent expectations.

Person Responsible

Angela Delvillar

Schedule

Every 3 Weeks, from 9/11/2015 to 6/1/2016

Evidence of Completion

Written criteria for grading each assessment and PLC notes will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

The leadership team will monitor work samples that are graded, as well as analyze the grade level data from each common assessment, and look for trends in learning.

Person Responsible

Janet Bittick

Schedule

Every 3 Weeks, from 9/11/2015 to 6/1/2016

Evidence of Completion

Grade level data graphs will reflect a level of consistency among scholars from class to class and within subgroups.

G2. Sunset Park teachers will increase their capacity of knowledge for the use of higher level critical thinking skills in lessons. (Division Priority # 2 Invest In Human Capital) 1

 G073255

G2.B1 The use of Depth of Knowledge (DOK) and Rigor by the Sunset Park staff in planning and executing daily lessons. 2

 B191388

G2.B1.S1 Professional development activities will be planned for monthly PD and staff meeting. 4

 S202851

Strategy Rationale

Increasing professional capacity using rigor and Depth of knowledge in planning and executing lessons will support scholars learning gains.

Action Step 1 5

Sunset Park administration will provide professional development opportunities to teachers on the Hess and Marzano rigor matrices.

Person Responsible

Angela Delvillar

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Professional development calendar, agendas, and handouts will be used as evidence.

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

Through exit slips and activity completion professional development opportunities will be monitored to ensure fidelity.

Person Responsible

Janet Bittick

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Professional development agendas, handouts and exit slips will be used as evidence.

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

The Sunset Park leadership team will plan and monitor professional development opportunities through conducting classroom observations, and the review of work samples to ensure they align to the standards.

Person Responsible

Janet Bittick

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans will reflect a deeper level of rigor and questioning skills, classroom walk through data, students' work and/or performance will reflect higher levels of critical thinking.

G2.B1.S2 On-going professional development on Marzano and Hess "Depth of Knowledge" will be provided. 4

S202852

Strategy Rationale

To ensure higher level critical thinking skills are a focus in daily lessons.

Action Step 1 5

Coaches will model lessons that support higher levels of critical thinking.

Person Responsible

Janet Bittick

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Observation and teacher reflections will be monitored.

Action Step 2 5

School-wide STEMS day will be implemented to support critical thinking skills.

Person Responsible

Janet Bittick

Schedule

Quarterly, from 10/29/2015 to 6/3/2016

Evidence of Completion

Lesson plans, observations, and pictures will be used as evidence of learning.

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

School administrators will perform classroom observations and regularly review lesson plans.

Person Responsible

Janet Bittick

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PD agendas, handouts, lesson plans, iObservation will be used as evidence.

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

The leadership team will attend common planning, professional development activities, and classroom observations to review scholars' answers in open ended and problem solving questions.

Person Responsible

Janet Bittick

Schedule

Monthly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Lesson plans will reflect deeper level activities and questioning, common assessments and work samples will demonstrate higher levels of rigor/questioning.

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	Sunset Park administrators will develop a 2015-2016 professional development calendar based on identified needs.	Bittick, Janet	8/3/2015	Professional Development calendar	6/1/2016 annually
G1.B1.S2.A1	Sunset Park administration will hire three Instructional Coaches to support teaching and learning.	Bittick, Janet	5/1/2015	Human Resources contract and Coaching logs will be used as evidence.	6/1/2015 one-time
G1.B2.S1.A1	Teachers will participate in multiple weekly common planning sessions to develop common lesson plans and identify appropriate strategies to increase rigor.	Delvillar, Angela	8/31/2015	Lesson plans, PLC notes, and iObservation notes will be used as evidence.	6/1/2016 weekly
G1.B3.S1.A1	Administrators will schedule weekly meetings with coaches and teams.	Bittick, Janet	8/24/2015	Meeting agendas and notes will be collected and reviewed as evidence.	6/8/2016 weekly
G1.B3.S2.A1	Common grading expectations for all common assessments will be established by teachers and school administrators.	Bittick, Janet	8/24/2015	Criteria used for grading each assessment will be defined. Accurate reflection of scholars' mastery of standards will be monitored.	7/1/2016 weekly
G2.B1.S1.A1	Sunset Park administration will provide professional development opportunities to teachers on the Hess and Marzano rigor matrices.	Delvillar, Angela	8/17/2015	Professional development calendar, agendas, and handouts will be used as evidence.	6/3/2016 biweekly
G2.B1.S2.A1	Coaches will model lessons that support higher levels of critical thinking.	Bittick, Janet	9/14/2015	Observation and teacher reflections will be monitored.	6/3/2016 monthly
G1.B1.S1.A2	Professional development activities will be conducted monthly.	Bittick, Janet	9/2/2015	Professional Development agendas and handouts	5/25/2016 biweekly
G1.B1.S2.A2	Instructional Coaches will be trained in methods to support teachers in the areas of common planning, rigorous instruction, and common assessments through site administration and OCPS district coaches.	Bittick, Janet	8/3/2015	Professional development and training notes will be used to monitor Instructional Coaches.	6/1/2016 monthly

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Sunset Park Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A2	School-wide STEMS day will be implemented to support critical thinking skills.	Bittick, Janet	10/29/2015	Lesson plans, observations, and pictures will be used as evidence of learning.	6/3/2016 quarterly
G1.MA1	The leadership team will conduct ongoing classroom observations, review student performance data and student work to determine whether teachers are making progress in delivery of standards-based instruction.	Bittick, Janet	9/11/2015	Classroom walk-through data will take place every three weeks. Classroom observation data/ student work and performance data reflecting growth and mastery of standards will be monitored.	6/1/2016 monthly
G1.B1.S1.MA1	The leadership team will attend common planning, conduct ongoing classroom observations, and monitor performance data to determine whether teachers' knowledge of standards is increasing.	Bittick, Janet	8/24/2015	Lesson plans will reflect a deeper understanding of assigned tasks to the rigor of the standards, students' work and performance data will reflect growth in mastery of the standards, and classroom observation data will reflect growth.	6/8/2016 daily
G1.B1.S1.MA1	Strategies acquired from professional development will be implemented into the common planning, common assessment, and in everyday classroom instruction.	Bittick, Janet	9/2/2015	We will use informal observations, common lesson plans, common assessments, assessment data analysis, and PLC notes.	6/1/2016 weekly
G1.B2.S1.MA1	The Sunset Park leadership team will attend common planning, observe an increase in the level of rigor seen in daily instruction, and review data to ensure that consistency is in place.	Bittick, Janet	8/24/2015	Lesson plans will reflect a level of consistency among classes, observational data will show a level of consistency between expectations in each room, and student performance data will reflect a level of consistency in performance from class to class.	6/8/2016 daily
G1.B2.S1.MA1	Administrators will conduct frequent observations, coaching sessions, and review lesson plans.	Bittick, Janet	9/22/2015	iObservation data, coaching notes, and lesson plans will be used as evidence.	6/1/2016 weekly
G1.B3.S1.MA1	The Sunset Park leadership team will attend common planning meetings, collect the common assessment data, and will continually review the data to spot trends and anomalies.	Bittick, Janet	8/24/2015	Assessment data demonstrating a level of common performance from class to class will be monitored.	9/11/2015 every-3-weeks
G1.B3.S1.MA1	The calendar will be monitored to ensure that these meeting times are sacred.	Bittick, Janet	8/24/2015	Outlook calendars, meeting agendas, meeting notes will be collected and reviewed as evidence.	6/8/2016 weekly
G1.B1.S2.MA1	Sunset Park administrators will work side by side with the Instructional Coaches on planning and implementation. The effectiveness of the coaches will be monitored through the PLC process, monitoring of team meetings, and the growth of the individual teachers and classrooms that the coaches are assigned to support.	Bittick, Janet	10/30/2015	Coaching logs reflecting the team and individualized coaching needed for growth in teaching standards to the highest depth of rigor, meeting agendas reflecting professional development, lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standard, and observational data to reflecting that strategies are being implemented correctly.	6/1/2016 quarterly
G1.B1.S2.MA1	Effectiveness of coaches in a modeling and mentoring role will be monitored by administrators.	Bittick, Janet	8/24/2015	iObservation, PLC notes, agendas, coaching logs will be used as evidence of implementation.	6/8/2016 daily
G1.B3.S2.MA1	The leadership team will monitor work samples that are graded, as well as analyze the grade level data from each common assessment, and look for trends in learning.	Bittick, Janet	9/11/2015	Grade level data graphs will reflect a level of consistency among scholars from class to class and within subgroups.	6/1/2016 every-3-weeks
G1.B3.S2.MA1	Common grading expectations will be set for all assessments to ensure consistent expectations.	Delvillar, Angela	9/11/2015	Written criteria for grading each assessment and PLC notes will be used as evidence.	6/1/2016 every-3-weeks
G2.MA1	The Sunset Park leadership team will conduct observations of lessons and	Bittick, Janet	8/24/2015	Classroom observation, data reflecting the use and understanding of critical	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	review lesson plans, to ensure that they are demonstrating higher level thinking skills and activities.			thinking, lesson plans reflecting critical thinking skills and activities to an appropriate level of rigor will all show evidence of monitoring.	
G2.B1.S1.MA1	The Sunset Park leadership team will plan and monitor professional development opportunities through conducting classroom observations, and the review of work samples to ensure they align to the standards.	Bittick, Janet	8/24/2015	Lesson plans will reflect a deeper level of rigor and questioning skills, classroom walk through data, students' work and/or performance will reflect higher levels of critical thinking.	6/3/2016 weekly
G2.B1.S1.MA1	Through exit slips and activity completion professional development opportunities will be monitored to ensure fidelity.	Bittick, Janet	8/17/2015	Professional development agendas, handouts and exit slips will be used as evidence.	6/3/2016 weekly
G2.B1.S2.MA1	The leadership team will attend common planning, professional development activities, and classroom observations to review scholars' answers in open ended and problem solving questions.	Bittick, Janet	9/4/2015	Lesson plans will reflect deeper level activities and questioning, common assessments and work samples will demonstrate higher levels of rigor/questioning.	6/3/2016 monthly
G2.B1.S2.MA1	School administrators will perform classroom observations and regularly review lesson plans.	Bittick, Janet	8/24/2015	PD agendas, handouts, lesson plans, iObservation will be used as evidence.	6/3/2016 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. Sunset Park will increase student achievement through the use of rigorous, standards-based instruction. (Division Priority # 1 Accelerated Student Achievement)

G1.B1 Sunset Park has had a lack of consistent, on-going, professional development targeted to the needs of the staff to meet school expectations.

G1.B1.S1 Sunset Park will develop a professional development calendar aligned to the needs of the school, based on longitudinal data and OCPS non-negotiable expectations.

PD Opportunity 1

Sunset Park administrators will develop a 2015-2016 professional development calendar based on identified needs.

Facilitator

Janet Bittick

Participants

All faculty and staff

Schedule

Annually, from 8/3/2015 to 6/1/2016

PD Opportunity 2

Professional development activities will be conducted monthly.

Facilitator

Janet Bittick/ Instructional Coaches

Participants

All faculty and staff

Schedule

Biweekly, from 9/2/2015 to 5/25/2016

G1.B1.S2 Three Instructional coaches will be added to the support system to model, coach and monitor teachers' implementation.

PD Opportunity 1

Instructional Coaches will be trained in methods to support teachers in the areas of common planning, rigorous instruction, and common assessments through site administration and OCPS district coaches.

Facilitator

Janet Bittick, Principal

Participants

Instructional Coaches

Schedule

Monthly, from 8/3/2015 to 6/1/2016

G1.B2 Sunset Park has not participated in common planning; nor had an expected level of continuity in teaching and learning expectations.

G1.B2.S1 Professional development for coaches and staff on expectations for common planning will take place regularly.

PD Opportunity 1

Teachers will participate in multiple weekly common planning sessions to develop common lesson plans and identify appropriate strategies to increase rigor.

Facilitator

Instructional coaches for each grade level

Participants

All faculty/ grade level teams

Schedule

Weekly, from 8/31/2015 to 6/1/2016

G1.B3 Common assessments have not been used to monitor the growth in teacher performance and student learning.

G1.B3.S2 Sunset Park will develop a common understanding and a consistent level of grading for each of the assessments.

PD Opportunity 1

Common grading expectations for all common assessments will be established by teachers and school administrators.

Facilitator

Instructional Coaches

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 7/1/2016

G2. Sunset Park teachers will increase their capacity of knowledge for the use of higher level critical thinking skills in lessons. (Division Priority # 2 Invest In Human Capital)

G2.B1 The use of Depth of Knowledge (DOK) and Rigor by the Sunset Park staff in planning and executing daily lessons.

G2.B1.S1 Professional development activities will be planned for monthly PD and staff meeting.

PD Opportunity 1

Sunset Park administration will provide professional development opportunities to teachers on the Hess and Marzano rigor matrices.

Facilitator

Instructional Coaches

Participants

All teachers

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

G2.B1.S2 On-going professional development on Marzano and Hess "Depth of Knowledge" will be provided.

PD Opportunity 1

Coaches will model lessons that support higher levels of critical thinking.

Facilitator

Instructional Coaches

Participants

All teachers

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Sunset Park administrators will develop a 2015-2016 professional development calendar based on identified needs.				\$0.00
2	G1.B1.S1.A2	Professional development activities will be conducted monthly.				\$0.00
3	G1.B1.S2.A1	Sunset Park administration will hire three Instructional Coaches to support teaching and learning.				\$0.00
4	G1.B1.S2.A2	Instructional Coaches will be trained in methods to support teachers in the areas of common planning, rigorous instruction, and common assessments through site administration and OCPS district coaches.				\$0.00
5	G1.B2.S1.A1	Teachers will participate in multiple weekly common planning sessions to develop common lesson plans and identify appropriate strategies to increase rigor.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		500-Materials and Supplies	1776 - Sunset Park Elementary	School Improvement Funds		\$8,000.00
6	G1.B3.S1.A1	Administrators will schedule weekly meetings with coaches and teams.				\$0.00
7	G1.B3.S2.A1	Common grading expectations for all common assessments will be established by teachers and school administrators.				\$0.00
8	G2.B1.S1.A1	Sunset Park administration will provide professional development opportunities to teachers on the Hess and Marzano rigor matrices.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1776 - Sunset Park Elementary			\$0.00
		500-Materials and Supplies	1776 - Sunset Park Elementary	School Improvement Funds		\$6,000.00
9	G2.B1.S2.A1	Coaches will model lessons that support higher levels of critical thinking.				\$0.00
10	G2.B1.S2.A2	School-wide STEMS day will be implemented to support critical thinking skills.				\$0.00
Total:						\$14,000.00