

Orange County Public Schools

Sunset Park Elementary



2017-18 Schoolwide Improvement Plan

Sunset Park Elementary

12050 OVERSTREET RD, Windermere, FL 34786

<https://sunsetparkes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sunset Park Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. 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 25 different languages and nationalities. The school highlights various cultures in the school during morning announcements and other school-wide events and activities. We 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 Council (PLC) we work as a community to learn about the school's makeup of students coming with different languages and/or cultural heritages. Relationships between the staff and scholars and the school and community are dependent on the understanding and acceptance of each other's backgrounds and heritage. Using the ADvanced Ed. student survey results, Sunset Park staff will help to monitor and adjust practices for building relationships. The underlying level of acceptance and respect is what helps us to build the relationships needed for success.

b. 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 and important topics 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.

c. 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. At Sunset Park, we have created our WINGS program to support the PBIS initiative. Through the implementation of WINGS we build on existing strengths, complementing and organizing the 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 the OCPS Code of Student Conduct, which are reviewed with scholars at the start of each marking period.

d. 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 school counselor, behavior specialist (instructional), and a program specialist (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 Coaches and MTSS Coach 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 via MTSS protocols, MTSS coach, and the staffing specialist. When additional assistance is needed, the school counselor provides support and information on counseling services available outside of school hours.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 scholar's growth and current academic needs. Weekly grade level meetings are held to discuss common lesson planning, assessments, and analysis of data. Scholars not demonstrating a mastery of grade level standards, via multiple data points, are provided additional intervention time and are monitored weekly or bi-weekly for growth of targeted skills. Data points used for intervention are iReady, CORE, Reading Inventory, and statewide assessments. For the 2017-2018 school year, emphasis will be placed on iReady diagnostic scores to identify students who are struggling. Teachers will prescribe specific lessons in iReady based on student deficiencies for intervention. The data gained from the lessons will be used to monitor student progress.

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 Principal, Staffing Specialist, Behavior Specialist, Behavior Program Specialist and classroom teachers work to monitor the specific levels of intervention and the appropriateness for any issues that are evident. Additionally, student attendance is monitored and our leadership team tracks attendance concerns. Administration works closely with the school social worker if attendance issues are observed.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	10	7	14	9	17	0	0	0	0	0	0	0	71
One or more suspensions	2	0	0	1	1	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	2	1	0	3	2	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	36	41	36	0	0	0	0	0	0	0	113

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	8	6	11	0	0	0	0	0	0	0	26

c. 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. Each scholar that may fall into this category is worked with individually and put through our Academic and Behavior MTSS process to determine the best course of action for his/her specific needs. To support academic growth, students who have been identified as academically at-risk are invited to iReady lab times and Saturday school tutoring. iReady provides a prescriptive approach to student academic intervention and progress-monitors academic deficiencies that a child may have. Additionally, Instructional Coaches work in classrooms supporting teachers and working with academically at-risk students.

To support behaviors, the staff works as a team with families to identify the antecedents and positive reinforcements that can be used in a behavior modification model. Positive behavior initiatives will help to decrease classroom instruction disruptions that occur as a result student discipline. Alternatives for out-of-school suspension are carefully considered to keep scholars in school and maximize learning opportunities.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

The relationship between Sunset Park and our Parent Teacher Organization (PTO) is one that creates community and brings all stakeholders together. This partnership is highlighted by a high

volume of volunteering and participation of families in events, such as Meet the Teacher, Open House, and most notably our community events. Examples of our community events include Food Truck Night, Fall Harvest, Grandparents Day, Star Wars Night, and Family Movie Nights. 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 that English is their second language to increase involvement in the PTO, Parent Leadership Council (PLC), 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 by providing ideas and suggestions on how they can support their child's academic growth in the home environment. Parent and community input is solicited through SAC, ADvanced Ed, surveys, and Parent Coffee with the Principal.

2. 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. PIE donates both time and resources to ensure that our teachers and scholars have what they need to successfully implement and interact with the curriculum. We are continuously working on ways to recognize our amazing community partners.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Walker, Kimberly	Principal
Knappins, Derek	Assistant Principal
Green, Lisa	Instructional Coach
Miller, Lisa	School Counselor
Lamacchia, Elizabeth	Instructional Coach
Krause, Robin	Instructional Coach

b. Duties

1. 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. While speaking with one voice and one purpose each person on the leadership team has committed to supporting the school-wide vision and goals, 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 meetings. 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, participate in the design and delivery of professional development, and support the implementation of Tier II and III intervention plans.

2. 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 Florida Continuous Improvement Model (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. Implementation of the FCIM 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 ESOL Compliance Specialist (ECS) provide services for identified scholars requiring additional support.

The leadership team works 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 highlight strengths and needs of both the teachers and scholars. Weekly 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. Supplemental Academic Instruction (SAI) funds are used to support supplemental instructional opportunities for scholars in grades K-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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Shannon Orme	Parent
Janet Bittick	Principal
Tunisia Carter	Parent
Sarah Budde	Parent
Mike Walker	Parent
Yvette Romero	Business/Community
Stephanie Machado	Teacher
Sarah Siegle	Teacher
Janette Moore	Teacher
Patricia Savage	Education Support Employee
Elizabeth LaMacchia	Teacher
Pricillia Lima	Parent
Maria Gonzalez	Parent
Melissa Davis	Teacher
Tina Coleman	Parent
Sarah Streibig	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Sunset Park SAC met monthly to discuss the school's progress towards the goals addressed in the current School Improvement Plan (SIP). Goals, barriers, and strategies which Sunset Park will address in this plan are discussed and agreed upon by the SAC. The 2017-2018 SAC reviewed the SIP and discussed the goals that were developed through staff collaboration and analysis of school-wide data from the 2016-2017 Summative Assessments and parent/staff/student surveys.

b. Development of this school improvement plan

The SAC and school staff were provided an opportunity for input for school improvement activities and goals. This committee helped to analyze school-wide data; using this information to guide the decision making process and improvement goals for the school.

c. 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. 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 staff and SAC. This information is used to identify priority items globally.

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

The purchase of additional technology to support a lower computer-to-student ratio in classrooms and to help update aging technology: \$18,000.00.

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

Yes

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

Yes

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Walker, Kimberly	Principal
Knappins, Derek	Assistant Principal
Althouse, Megan	Teacher, K-12
Flowers, Shoney	Instructional Media
Krause, Robin	Instructional Coach
Green, Lisa	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 the Florida Standards Assessment (FSA). By monitoring the implementation of Florida State Standards. Through training and implementation of Lesson Study and Document-Based Questioning (DBQ). Accelerated Reader and iReady programs are used to help 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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. At the start of the school year each team works together to write collective commitments,

team "Norms" and SMART goals. Teams meet with Administration and/or 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.

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

Sunset Park is fortunate to be able to recruit highly qualified candidates for interviews and positions. We work alongside OPCS 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.

3. 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 mentees in many areas, including lesson planning, curriculum development, high yield teaching strategies, communication with families, classroom management, and assessment development. Mentors and mentees 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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's MTSS system 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/Tier 1, 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 provided and the frequency of monitoring of the scholar. Scholars in Tier III (red) and Tier II (yellow) are provided 30 minutes of additional small group daily intervention during our "What I Need" time (WIN). The scholars that are in Tier III (red) are provided additional time to work on explicit areas of need as determined by the CORE assessment and iReady diagnostic data. Student groups are fluid, based on progress monitoring at various checkpoints. ESE scholars get Tier II and Tier III interventions.

2. 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, such as Saturday and after-school tutoring, is provided for students in grades K-5 who are performing below expectations based on previous FSA scores and/or school-wide common formative assessments. The bottom 30% in both ELA and Math will be targeted for additional tutoring and Saturday school opportunities. Saturday school will run in four sessions (October, November/December, January /February, and March- 3 to 4 Saturdays' per session, totaling 15- 4 hour sessions.) This tutoring provides intervention on targeted skills to strengthen the foundational reading levels 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. The reading and math tutoring is provided outside the regular instructional day through Saturday School tutoring and Writing/ Science Bootcamps. In these structures, scholars are progress-monitored to determine if they have mastered the targeted skills being taught in tutoring.

Strategy Rationale

Additional time to support the teaching and learning of explicit skills needed by individual scholars will increase student's Reading, Writing, and Math proficiency and academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Knappins, Derek, derek.knappins@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 diagnostic and final assessment to determine if they have mastered the targeted skill required for grade level mastery. This data is used to inform and support the Saturday and after-school tutoring. Data is constantly collected by the Instructional Coaches and used to assess the effectiveness of the program and the continued needs of each scholar.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 Round-Up with their parents in the spring. During this orientation these future Kindergarten scholars attend a class session where they work side-by-side with current Kindergarteners. This opportunity helps to introduce them to our school, our staff, and the setup of a Kindergarten classroom. The future scholars and their parents are also invited to join current scholars for our spring Family Literacy Night and any other spring family events. 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 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. Fifth grade scholars will prepare for their transition to middle school by having staff from both schools provide an orientation of the middle school program and review expectations. The scholars have an opportunity to visit our feeder middle school and learn how the middle school program works. Prior to the fifth grade transition, parents are provided with an orientation at the school. Parents are also provided a transition to middle school and beyond information session at the elementary school.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** SPES staff will implement standards-based instruction from the Florida Standards focusing on rigor, depth of complexity, effective implementation of standards-based instruction, and using the collaborative planning process (District Division Priority #1: Accelerate Student Performance, District Division Priority #5: Invest in Human Capital)

- G2.** SPES staff will structure, implement, and monitor a Multi-Tiered System of Support (MTSS) that focuses on academic gaps and enrichment. (District Division Priority #2: Accelerate Student Performance, District Division Priority #3: Narrow Achievement Gaps).

- G3.** SPES staff will create a positive school culture by emphasizing the building of strong relationships among students, teachers, parents, and administrators resulting in a safe and orderly environment that supports and enhances student achievement (District Division Priority #6: Providing Empowering Environments. District Division Priority #5: Invest In Human Capital)

Strategic Goals Detail

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

G1. SPES staff will implement standards-based instruction from the Florida Standards focusing on rigor, depth of complexity, effective implementation of standards-based instruction, and using the collaborative planning process (District Division Priority #1: Accelerate Student Performance, District Division Priority #5: Invest in Human Capital) **1a**

G094551

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	78.0
FSA Mathematics Achievement	75.0
ELA/Reading Gains	75.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	72.0

Targeted Barriers to Achieving the Goal **3**

- A deep understanding and usage of the ELA/Math "SHIFTS" that align to Florida State Standards continues to be a current barrier at Sunset Park.
- A deep understanding and implementation of the "Depth of Knowledge" assigned to each standard as well as the use of higher level questioning skills.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- The following resources will be used to help support this goal: Florida State Standards, FSA Item specs, FSA Test Design Summary, and Hess/Marzano DOK maps.

Plan to Monitor Progress Toward G1. **8**

On-going data, iReady data, common assessment data, and work samples will be reviewed for an alignment of rigor and cognitive engagement.

Person Responsible

Kimberly Walker

Schedule

Triannually, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data from all monitoring systems and work samples will be used to demonstrate evidence of alignment to Depth of Knowledge and rigor.

G2. SPES staff will structure, implement, and monitor a Multi-Tiered System of Support (MTSS) that focuses on academic gaps and enrichment. (District Division Priority #2: Accelerate Student Performance, District Division Priority #3: Narrow Achievement Gaps). 1a

G094552

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Structured professional development targeted to the MTSS process that is aligned to individual staff member's current level of understanding.
- Structured monitoring of individual scholars using the MTSS process is not done with full fidelity.
- Effective implementation of common assessments to consistently monitor the growth in student learning at Sunset Park.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS and Instructional Coaches and mentors will be used to support teachers understanding and monitoring of the MTSS process.
- A school-wide professional development calendar will be created to support professional development and data monitoring.
- Outside presenters and professional development opportunities will be offered to help support the staffs' growth and understanding of the MTSS system.

Plan to Monitor Progress Toward G2. 8

Administrators and leadership team members will conduct ongoing classroom observations, review student performance data, MTSS monitoring graphs, and student work to determine whether teachers are making progress in delivery of standards-based instruction and support interventions. The students in Tier II, Tier III, and bottom 25% will be a focus of this monitoring.

Person Responsible

Kimberly Walker

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom observation data, student work, and performance data reflecting growth and mastery of standards will be monitored. MTSS logs will be monitored by the MTSS coach and reviewed by administrators every 9 weeks.

G3. SPES staff will create a positive school culture by emphasizing the building of strong relationships among students, teachers, parents, and administrators resulting in a safe and orderly environment that supports and enhances student achievement (District Division Priority #6: Providing Empowering Environments. District Division Priority #5: Invest In Human Capital) **1a**

G094553

Targets Supported **1b**

Indicator	Annual Target
School Climate Survey - Staff	75.0
School Climate Survey - Student	40.0
School Climate Survey - Parent	25.0

Targeted Barriers to Achieving the Goal **3**

- Embracing the "Our" philosophy, and building collaborative cultures, where ALL staff members support the safety and well being of ALL scholars.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Development supporting the understanding and use of the Professional Learning Community (PLC) philosophy and on building a Collaborative Culture.
- Professional Development supporting the "Growth Mindset" philosophy in staff, scholars, and community.

Plan to Monitor Progress Toward G3. **8**

The leadership team will monitor instruction, PLC interactions, and constancy in teaching expectations. Teacher and student performance level will increase.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom observation, data reflecting the use of common strategies, resources, and common expectations for learning, exit slips, and surveys.

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. SPES staff will implement standards-based instruction from the Florida Standards focusing on rigor, depth of complexity, effective implementation of standards-based instruction, and using the collaborative planning process (District Division Priority #1: Accelerate Student Performance, District Division Priority #5: Invest in Human Capital) **1**

 G094551

G1.B1 A deep understanding and usage of the ELA/Math "SHIFTS" that align to Florida State Standards continues to be a current barrier at Sunset Park. **2**

 B254037

G1.B1.S1 Leadership will provide professional development on instructional "shifts" and strategies appropriate to teaching Florida State Standards. **4**

 S268341

Strategy Rationale

Understanding of the "shifts" is needed to support the teaching of grade level standards at an appropriate level of depth of knowledge.

Action Step 1 **5**

Leadership will provide professional development, support in "deconstructing" grade level standards, aligning appropriate strategies, and activities to assigned DOK levels.

Person Responsible

Robin Krause

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Deconstructed standards in lesson plans, clearly aligned Learning Goals/Objectives, aligned learning scales, and collection of activities at the appropriate DOK level will be used as evidence to support this action step.

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

Administrators and coaches will attend PLC/lesson planning meetings and work with teachers on the planning process with a focus on choosing appropriate strategies and activities.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC notes, deconstructed standards, and lesson plans delineating activities with appropriate level of rigor and complexity will serve as evidence.

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

Administrators will conduct classroom observations and provide feedback regarding adherence to grade level standards and effectiveness of DOK level of rigor.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

iObservation, PLC notes, lesson plans, learning goals and scales are samples of evidence that will be collected to monitor implementation of the action step.

G1.B2 A deep understanding and implementation of the "Depth of Knowledge" assigned to each standard as well as the use of higher level questioning skills. 2

B254038

G1.B2.S1 Leadership team will provide professional development and implementation support, for the use of Depth of Knowledge to align instruction to the Florida State Standards. 4

S268342

Strategy Rationale

This strategy will be implemented to support the alignment of each individual lesson, thus supporting teachers in meeting grade level learning expectations.

Action Step 1 5

Weekly professional development and team discussions will take place incorporating and aligning Depth of Knowledge to individual lessons.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PD agendas, sign in sheets, and exit slips will serve as samples of evidence demonstrating completion of this activity.

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

Leadership will conduct classroom observations and review lesson plans to monitor alignment of lessons/activities to the DOK levels.

Person Responsible

Kimberly Walker

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, graded assignments, classroom observations are samples of evidence that will be used to show evidence of strong implementation.

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

Leadership team will review student data, lesson plans, and conduct classroom observations to ensure lessons are standards-based, and the level of instruction matches the instructional level (DOK) of the standard.

Person Responsible

Kimberly Walker

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Monitoring that lessons plans are standards-based with evidence of activities with DOK levels aligned to the standard, match the level of instruction being delivered.

G2. SPES staff will structure, implement, and monitor a Multi-Tiered System of Support (MTSS) that focuses on academic gaps and enrichment. (District Division Priority #2: Accelerate Student Performance, District Division Priority #3: Narrow Achievement Gaps). 1

G094552

G2.B1 Structured professional development targeted to the MTSS process that is aligned to individual staff member's current level of understanding. 2

B254039

G2.B1.S1 Administrators will develop a professional development calendar aligned to the needs of the school, based on longitudinal data and OCPS non-negotiable expectations to include MTSS policies, procedures, and strategies. 4

S268343

Strategy Rationale

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

Action Step 1 5

SPES Leadership Team will develop a 2017-2018 professional development calendar based on identified needs of the staff.

Person Responsible

Derek Knappins

Schedule

Annually, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional Development calendar and meeting agendas will be used as evidence of completion of this action step.

Action Step 2 5

MTSS coach will conduct monthly professional development activities.

Person Responsible

Lisa Miller

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional Development agendas and handouts

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

Classroom observations and lesson plans will demonstrate that the strategies acquired from professional development on the MTSS process will be implemented into the common planning and common assessment, everyday classroom instruction and intervention support.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

We will use informal observations, common lesson plans, common assessments, assessment data, MTSS monitoring, and PLC notes to monitor fidelity of implementation.

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

The leadership team will conduct classroom observations and monitor performance data to determine whether teachers' knowledge, intervention strategies, and appropriate support is ensuring mastery of grade level standards.

Person Responsible

Kimberly Walker

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans and daily lesson observations will reflect appropriate intervention and support activities to close the achievement gap. Assessments and monitoring data will demonstrate continuous growth and skill attainment. MTSS logs will be kept by classroom teacher and MTSS coach providing evidence of interventions utilized and the effectiveness of the strategies.

G2.B1.S2 MTSS and Instructional Coaches will be used to the support training, mentoring and monitoring of the MTSS process for identified scholars. 4

S268344

Strategy Rationale

The MTSS and Instructional Coaches will provide staff with coaching, training, monitoring, and support to ensure the MTSS process is working to help scholars succeed.

Action Step 1 5

MTSS and Instructional Coaches will be provided resources and professional development to effectively support planning, teaching, and learning

Person Responsible

Kimberly Walker

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Coaching logs, PD agendas, and MTSS tracking logs will be used as evidence to demonstrate completion of this activity.

Action Step 2 5

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

Person Responsible

Kimberly Walker

Schedule

Monthly, from 8/3/2016 to 6/1/2017

Evidence of Completion

Professional development, training notes, and MTSS progress monitoring logs will be used to monitor Instructional Coaches and demonstrate completion of the activity.

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

Coaches will be observed and activities monitored to ensure appropriate modeling, mentoring, and monitoring of the MTSS process.

Person Responsible

Kimberly Walker

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

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

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

Sunset Park administrators will work side by side with the MTSS and Instructional Coaches on planning, implementation, and monitoring of the MTSS process. Effectiveness of the process will be monitored through observation of team meetings, monitoring the growth of the teachers, compliance paperwork, and the learning gains of the scholars in the MTSS process.

Person Responsible

Kimberly Walker

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

PLC meeting agendas reflecting professional development, lesson plans reflecting a deeper understanding of alignment strategies, monitoring of MTSS logs, and interventions will be used as evidence that this strategy is being implemented correctly.

G2.B2 Structured monitoring of individual scholars using the MTSS process is not done with full fidelity. **2**

 B254040

G2.B2.S1 Administrators will provide professional development for coaches and staff on policies, procedures, and expectations for the implementation and monitoring of the MTSS process will be a strategy used to meet this goal. **4**

 S268345

Strategy Rationale

The rationale for this goal is that our MTSS and Instructional Coaches need to have a sound understanding of the MTSS process, procedures, and effective strategies to support teachers and instructional shifts.

Action Step 1 **5**

Administrators will provide professional development for Instructional Coaches and leadership staff based on the OCPS MTSS guidelines.

Person Responsible

Kimberly Walker

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, PLC notes, MTSS logs, and iObservation notes will be used as evidence toward completion of this activity.

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

Administrators will meet with MTSS coach, review MTSS logs, monitor PD support, conduct frequent observations, coaching sessions, review lesson plans, and review MTSS data logs/ graphs to support the fidelity of implementation.

Person Responsible

Kimberly Walker

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PD calendar/agendas, sign in sheets, iObservation data, coaching notes, MTSS logs/ graphs, and lesson plans will be used as evidence of implementation.

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

Leadership team will attend common planning, observe intervention instruction for the use of appropriate intervention strategies, and review data to ensure that consistency and learning gains are evident.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data cards, data point collection/analysis, lesson plans will reflect correct procedures and monitoring data, intervention activities, 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.

G2.B3 Effective implementation of common assessments to consistently monitor the growth in student learning at Sunset Park. 2

 B254041

G2.B3.S1 Teachers will work with coaches participating in multiple weekly common planning sessions to develop lesson plans and common assessments. 4

 S268346

Strategy Rationale

The rationale of this goal is to ensure that teachers have common expectation and implementation for learning.

Action Step 1 5

Administrators will schedule weekly meetings with coaches and teams to support the MTSS goal.

Person Responsible

Derek Knappins

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Meeting agendas, sign in sheets, and notes will be collected and reviewed as evidence.

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

Unit lesson plans and common assessments will be reviewed to ensure that grade levels have a consistent plans for teaching and assessing scholars based on targeted standards.

Person Responsible

Derek Knappins

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, common assessments, meeting agendas, meeting notes, and sign in sheets will be collected and reviewed as evidence.

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

Leadership team will attend common planning meetings, collect the common assessment data, and will continually review the data to spot trends. Administrators will monitor intervention time (WIN) for alignment to MTSS support needs of individual scholars.

Person Responsible

Kimberly Walker

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

Assessment data demonstrating a level of common performance from class to class will be monitored along with MTSS logs and planning data.

G2.B3.S2 Grade level teams will establish a consistent level of grading for each of the assessments. 4

S268347

Strategy Rationale

A consistent set of expectations for learning and the depth of understanding should be aligned across the grade level thus supporting a common understanding of the content standard.

Action Step 1 5

Grade levels will establish common grading expectations for all common assessments.

Person Responsible

Derek Knappins

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Criteria used for grading each assessment will be defined and used to accurately reflect scholars' mastery of standards.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Administrators and coaches will work with teams and monitor each team's use of common grading expectations for assessments and assignments taken for a grade.

Person Responsible

Derek Knappins

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

Written criteria for grading each assessment/assignment, PLC notes, and Progressbook will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G2.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 looking for trends in teaching and learning.

Person Responsible

Derek Knappins

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

Grade level data graphs will reflect a level of consistency among scholars from class to class and within subgroups. Matching of graded work from specific standards to the expended DOK level for that standard will occur.

G3. SPES staff will create a positive school culture by emphasizing the building of strong relationships among students, teachers, parents, and administrators resulting in a safe and orderly environment that supports and enhances student achievement (District Division Priority #6: Providing Empowering Environments. District Division Priority #5: Invest In Human Capital) **1**

G094553

G3.B1 Embracing the "Our" philosophy, and building collaborative cultures, where ALL staff members support the safety and well being of ALL scholars. **2**

B254042

G3.B1.S1 The leadership team will conduct monthly professional development activities focused on the development of a Growth Mindset and building collaborative cultures. The practices of Rick Dufour, Mike Mattos, and Anthony Muhammad will be supported through book studies and TedTalk. **4**

S268348

Strategy Rationale

The content of the professional development will foster the capacity to create a bond between team members staff/scholars and school/community to promote forward momentum in teaching and learning.

Action Step 1 **5**

Leadership will provide professional development opportunities to staff in the area of Growth Mindset and Professional Learning Communities sharing ideas of how to incorporate this into class activities.

Person Responsible

Kimberly Walker

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

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

Staff/team meeting agendas, exit slips, PLC notes, climate surveys, and activity completion of professional development opportunities will be monitored to ensure fidelity.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

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

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

Leadership team will plan and monitor collaboration, consistency of team planning, sharing of resources, and their impact on student growth as well as conduct school climate surveys.

Person Responsible

Kimberly Walker

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

The school climate surveys given to staff, scholars, and parents will demonstrate effectiveness of our implementation of these professional development activities.

G3.B1.S2 Professional development activities to build and strengthen team relationships, collaboration and trust will be provided.. 4

S268349

Strategy Rationale

The interaction and strategies provided through professional development activities will foster high levels of collaboration, trust, and schoolwide consistent expectations in order to improve school culture.

Action Step 1 5

the School Counselor and administrative team will plan and build professional development activities that support collaboration, trust, and relationship building.

Person Responsible

Lisa Miller

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PD activities/agendas, exit slips, and teacher reflections will be monitored.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Leadership will monitor professional development planning and conduct observations for growth in community building, trust and collaboration.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PD agendas, handouts, sign in sheets, exit slips, and surveys will serve as evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administrators will meet with teams weekly to monitor, provide support, and give guidance for team issues, collaboration, and planning.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC notes, surveys, and observation of team collaboration.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S2.MA1  M381815	Sunset Park administrators will work side by side with the MTSS and Instructional Coaches on...	Walker, Kimberly	8/15/2016	PLC meeting agendas reflecting professional development, lesson plans reflecting a deeper understanding of alignment strategies, monitoring of MTSS logs, and interventions will be used as evidence that this strategy is being implemented correctly.	6/1/2017 quarterly
G2.B1.S2.A2  A357408	MTSS and Instructional Coaches will be trained in methods to support teachers in the areas of...	Walker, Kimberly	8/3/2016	Professional development, training notes, and MTSS progress monitoring logs will be used to monitor Instructional Coaches and demonstrate completion of the activity.	6/1/2017 monthly
G1.MA1  M381812	On-going data, iReady data, common assessment data, and work samples will be reviewed for an...	Walker, Kimberly	8/14/2017	Data from all monitoring systems and work samples will be used to demonstrate evidence of alignment to Depth of Knowledge and rigor.	5/30/2018 triannually
G2.MA1  M381823	Administrators and leadership team members will conduct ongoing classroom observations, review...	Walker, Kimberly	8/14/2017	Classroom observation data, student work, and performance data reflecting growth and mastery of standards will be monitored. MTSS logs will be monitored by the MTSS coach and reviewed by administrators every 9 weeks.	5/30/2018 monthly
G3.MA1  M381828	The leadership team will monitor instruction, PLC interactions, and constancy in teaching...	Walker, Kimberly	8/14/2017	Classroom observation, data reflecting the use of common strategies, resources, and common expectations for learning, exit slips, and surveys.	5/30/2018 weekly
G1.B1.S1.MA1  M381808	Administrators will conduct classroom observations and provide feedback regarding adherence to...	Walker, Kimberly	8/14/2017	iObservation, PLC notes, lesson plans, learning goals and scales are samples of evidence that will be collected to monitor implementation of the action step.	5/30/2018 weekly
G1.B1.S1.MA1  M381809	Administrators and coaches will attend PLC/lesson planning meetings and work with teachers on the...	Walker, Kimberly	8/14/2017	PLC notes, deconstructed standards, and lesson plans delineating activities with appropriate level of rigor and complexity will serve as evidence.	5/30/2018 weekly
G1.B1.S1.A1  A357403	Leadership will provide professional development, support in "deconstructing" grade level...	Krause, Robin	8/14/2017	Deconstructed standards in lesson plans, clearly aligned Learning Goals/Objectives, aligned learning scales, and collection of activities at the appropriate DOK level will be used as evidence to support this action step.	5/30/2018 weekly
G1.B2.S1.MA1  M381810	Leadership team will review student data, lesson plans, and conduct classroom observations to...	Walker, Kimberly	8/14/2017	Monitoring that lessons plans are standards-based with evidence of activities with DOK levels aligned to the standard, match the level of instruction being delivered.	5/30/2018 monthly
G1.B2.S1.MA1  M381811	Leadership will conduct classroom observations and review lesson plans to monitor alignment of...	Walker, Kimberly	8/14/2017	Lesson plans, graded assignments, classroom observations are samples of evidence that will be used to show evidence of strong implementation.	5/30/2018 daily
G1.B2.S1.A1  A357404	Weekly professional development and team discussions will take place incorporating and aligning...	Walker, Kimberly	8/14/2017	PD agendas, sign in sheets, and exit slips will serve as samples of evidence demonstrating completion of this activity.	5/30/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M381813	The leadership team will conduct classroom observations and monitor performance data to determine...	Walker, Kimberly	8/14/2017	Lesson plans and daily lesson observations will reflect appropriate intervention and support activities to close the achievement gap. Assessments and monitoring data will demonstrate continuous growth and skill attainment. MTSS logs will be kept by classroom teacher and MTSS coach providing evidence of interventions utilized and the effectiveness of the strategies.	5/30/2018 daily
G2.B1.S1.MA1 M381814	Classroom observations and lesson plans will demonstrate that the strategies acquired from...	Walker, Kimberly	8/14/2017	We will use informal observations, common lesson plans, common assessments, assessment data, MTSS monitoring, and PLC notes to monitor fidelity of implementation.	5/30/2018 weekly
G2.B1.S1.A1 A357405	SPES Leadership Team will develop a 2017-2018 professional development calendar based on identified...	Knappins, Derek	8/14/2017	Professional Development calendar and meeting agendas will be used as evidence of completion of this action step.	5/30/2018 annually
G2.B1.S1.A2 A357406	MTSS coach will conduct monthly professional development activities.	Miller, Lisa	8/14/2017	Professional Development agendas and handouts	5/30/2018 monthly
G2.B2.S1.MA1 M381817	Leadership team will attend common planning, observe intervention instruction for the use of...	Walker, Kimberly	8/14/2017	Data cards, data point collection/ analysis, lesson plans will reflect correct procedures and monitoring data, intervention activities, 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.	5/30/2018 weekly
G2.B2.S1.MA1 M381818	Administrators will meet with MTSS coach, review MTSS logs, monitor PD support, conduct frequent...	Walker, Kimberly	8/14/2017	PD calendar/agendas, sign in sheets, iObservation data, coaching notes, MTSS logs/graphs, and lesson plans will be used as evidence of implementation.	5/30/2018 quarterly
G2.B2.S1.A1 A357409	Administrators will provide professional development for Instructional Coaches and leadership staff...	Walker, Kimberly	8/14/2017	Lesson plans, PLC notes, MTSS logs, and iObservation notes will be used as evidence toward completion of this activity.	5/30/2018 quarterly
G2.B3.S1.MA1 M381819	Leadership team will attend common planning meetings, collect the common assessment data, and will...	Walker, Kimberly	8/14/2017	Assessment data demonstrating a level of common performance from class to class will be monitored along with MTSS logs and planning data.	5/30/2018 every-3-weeks
G2.B3.S1.MA1 M381820	Unit lesson plans and common assessments will be reviewed to ensure that grade levels have a...	Knappins, Derek	8/14/2017	Lesson plans, common assessments, meeting agendas, meeting notes, and sign in sheets will be collected and reviewed as evidence.	5/30/2018 weekly
G2.B3.S1.A1 A357410	Administrators will schedule weekly meetings with coaches and teams to support the MTSS goal.	Knappins, Derek	8/14/2017	Meeting agendas, sign in sheets, and notes will be collected and reviewed as evidence.	5/30/2018 weekly
G3.B1.S1.MA1 M381824	Leadership team will plan and monitor collaboration, consistency of team planning, sharing of...	Walker, Kimberly	8/14/2017	The school climate surveys given to staff, scholars, and parents will demonstrate effectiveness of our implementation of these professional development activities.	5/30/2018 monthly
G3.B1.S1.MA1 M381825	Staff/team meeting agendas, exit slips, PLC notes, climate surveys, and activity completion of...	Walker, Kimberly	8/14/2017	Professional development agendas, surveys, handouts, and exit slips will be used as evidence.	5/30/2018 weekly
G2.B1.S2.MA1 M381816	Coaches will be observed and activities monitored to ensure appropriate modeling, mentoring, and...	Walker, Kimberly	8/14/2017	iObservation, PLC notes, MTSS tracking logs, agendas, and coaching	5/30/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				logs will be used as evidence of implementation.	
G2.B1.S2.A1 A357407	MTSS and Instructional Coaches will be provided resources and professional development to...	Walker, Kimberly	8/14/2017	Coaching logs, PD agendas, and MTSS tracking logs will be used as evidence to demonstrate completion of this activity.	5/30/2018 monthly
G2.B3.S2.MA1 M381821	The leadership team will monitor work samples that are graded, as well as analyze the grade level...	Knappins, Derek	8/14/2017	Grade level data graphs will reflect a level of consistency among scholars from class to class and within subgroups. Matching of graded work from specific standards to the expended DOK level for that standard will occur.	5/30/2018 every-3-weeks
G2.B3.S2.MA1 M381822	Administrators and coaches will work with teams and monitor each team's use of common grading...	Knappins, Derek	8/14/2017	Written criteria for grading each assessment/assignment, PLC notes, and Progressbook will be used as evidence.	5/30/2018 every-3-weeks
G2.B3.S2.A1 A357411	Grade levels will establish common grading expectations for all common assessments.	Knappins, Derek	8/14/2017	Criteria used for grading each assessment will be defined and used to accurately reflect scholars' mastery of standards.	5/30/2018 weekly
G3.B1.S2.MA1 M381826	Administrators will meet with teams weekly to monitor, provide support, and give guidance for team...	Walker, Kimberly	8/14/2017	PLC notes, surveys, and observation of team collaboration.	5/30/2018 weekly
G3.B1.S2.MA1 M381827	Leadership will monitor professional development planning and conduct observations for growth in...	Walker, Kimberly	8/14/2017	PD agendas, handouts, sign in sheets, exit slips, and surveys will serve as evidence of implementation.	5/30/2018 weekly
G3.B1.S2.A1 A357413	the School Counselor and administrative team will plan and build professional development...	Miller, Lisa	8/14/2017	PD activities/agendas, exit slips, and teacher reflections will be monitored.	5/30/2018 monthly
G3.B1.S1.A1 A357412	Leadership will provide professional development opportunities to staff in the area of Growth...	Walker, Kimberly	8/14/2017	Professional development calendar, agendas, and handouts will be used as evidence.	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. SPES staff will implement standards-based instruction from the Florida Standards focusing on rigor, depth of complexity, effective implementation of standards-based instruction, and using the collaborative planning process (District Division Priority #1: Accelerate Student Performance, District Division Priority #5: Invest in Human Capital)

G1.B1 A deep understanding and usage of the ELA/Math "SHIFTS" that align to Florida State Standards continues to be a current barrier at Sunset Park.

G1.B1.S1 Leadership will provide professional development on instructional "shifts" and strategies appropriate to teaching Florida State Standards.

PD Opportunity 1

Leadership will provide professional development, support in "deconstructing" grade level standards, aligning appropriate strategies, and activities to assigned DOK levels.

Facilitator

Coaches and administration will facilitate this action step.

Participants

All teachers will participate in this action step.

Schedule

Weekly, from 8/14/2017 to 5/30/2018

G1.B2 A deep understanding and implementation of the "Depth of Knowledge" assigned to each standard as well as the use of higher level questioning skills.

G1.B2.S1 Leadership team will provide professional development and implementation support, for the use of Depth of Knowledge to align instruction to the Florida State Standards.

PD Opportunity 1

Weekly professional development and team discussions will take place incorporating and aligning Depth of Knowledge to individual lessons.

Facilitator

Instructional Coaches and administrative team will facilitate this action step.

Participants

All teachers will participate in this professional development.

Schedule

Weekly, from 8/14/2017 to 5/30/2018

G2. SPES staff will structure, implement, and monitor a Multi-Tiered System of Support (MTSS) that focuses on academic gaps and enrichment. (District Division Priority #2: Accelerate Student Performance, District Division Priority #3: Narrow Achievement Gaps).

G2.B1 Structured professional development targeted to the MTSS process that is aligned to individual staff member's current level of understanding.

G2.B1.S1 Administrators will develop a professional development calendar aligned to the needs of the school, based on longitudinal data and OCPS non-negotiable expectations to include MTSS policies, procedures, and strategies.

PD Opportunity 1

SPES Leadership Team will develop a 2017-2018 professional development calendar based on identified needs of the staff.

Facilitator

Derek Knappins

Participants

All Sunset Park faculty and staff will participate in identified professional development.

Schedule

Annually, from 8/14/2017 to 5/30/2018

PD Opportunity 2

MTSS coach will conduct monthly professional development activities.

Facilitator

Lisa Miller

Participants

All faculty and staff

Schedule

Monthly, from 8/14/2017 to 5/30/2018

G2.B1.S2 MTSS and Instructional Coaches will be used to the support training, mentoring and monitoring of the MTSS process for identified scholars.

PD Opportunity 1

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

Facilitator

Janet Bittick

Participants

Instructional Coaches will participate in this action step.

Schedule

Monthly, from 8/3/2016 to 6/1/2017

G2.B2 Structured monitoring of individual scholars using the MTSS process is not done with full fidelity.

G2.B2.S1 Administrators will provide professional development for coaches and staff on policies, procedures, and expectations for the implementation and monitoring of the MTSS process will be a strategy used to meet this goal.

PD Opportunity 1

Administrators will provide professional development for Instructional Coaches and leadership staff based on the OCPS MTSS guidelines.

Facilitator

OCPS district facilitators, Janet Bittick, and Derek Knappins

Participants

Instructional Coaches will be the participants for this professional development.

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

G2.B3 Effective implementation of common assessments to consistently monitor the growth in student learning at Sunset Park.

G2.B3.S2 Grade level teams will establish a consistent level of grading for each of the assessments.

PD Opportunity 1

Grade levels will establish common grading expectations for all common assessments.

Facilitator

Instructional Coaches will facilitate this step.

Participants

All teachers will participate in this action step.

Schedule

Weekly, from 8/14/2017 to 5/30/2018

G3. SPES staff will create a positive school culture by emphasizing the building of strong relationships among students, teachers, parents, and administrators resulting in a safe and orderly environment that supports and enhances student achievement (District Division Priority #6: Providing Empowering Environments. District Division Priority #5: Invest In Human Capital)

G3.B1 Embracing the "Our" philosophy, and building collaborative cultures, where ALL staff members support the safety and well being of ALL scholars.

G3.B1.S1 The leadership team will conduct monthly professional development activities focused on the development of a Growth Mindset and building collaborative cultures. The practices of Rick Dufour, Mike Mattos, and Anthony Muhammad will be supported through book studies and TedTalk.

PD Opportunity 1

Leadership will provide professional development opportunities to staff in the area of Growth Mindset and Professional Learning Communities sharing ideas of how to incorporate this into class activities.

Facilitator

Guidance Counselor, Instructional Coaches, and leadership members will facilitate this strategy.

Participants

All teachers will participate in this strategy.

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G3.B1.S2 Professional development activities to build and strengthen team relationships, collaboration and trust will be provided..

PD Opportunity 1

the School Counselor and administrative team will plan and build professional development activities that support collaboration, trust, and relationship building.

Facilitator

Guidance Counselor, Administrative Team

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Leadership will provide professional development, support in "deconstructing" grade level standards, aligning appropriate strategies, and activities to assigned DOK levels.				\$0.00
2	G1.B2.S1.A1	Weekly professional development and team discussions will take place incorporating and aligning Depth of Knowledge to individual lessons.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	1776 - Sunset Park Elementary	School Improvement Funds		\$8,000.00
<i>Notes: Staff Professional Development supporting alignment to DOK and MTSS support for scholars.</i>						
3	G2.B1.S1.A1	SPES Leadership Team will develop a 2017-2018 professional development calendar based on identified needs of the staff.				\$0.00
4	G2.B1.S1.A2	MTSS coach will conduct monthly professional development activities.				\$0.00
5	G2.B1.S2.A1	MTSS and Instructional Coaches will be provided resources and professional development to effectively support planning, teaching, and learning				\$0.00
6	G2.B1.S2.A2	MTSS and Instructional Coaches will be trained in methods to support teachers in the areas of common planning, rigorous instruction, intervention strategies, and common assessments by site administration and OCPS district coaches.				\$0.00
7	G2.B2.S1.A1	Administrators will provide professional development for Instructional Coaches and leadership staff based on the OCPS MTSS guidelines.				\$0.00
8	G2.B3.S1.A1	Administrators will schedule weekly meetings with coaches and teams to support the MTSS goal.				\$0.00
9	G2.B3.S2.A1	Grade levels will establish common grading expectations for all common assessments.				\$0.00
10	G3.B1.S1.A1	Leadership will provide professional development opportunities to staff in the area of Growth Mindset and Professional Learning Communities sharing ideas of how to incorporate this into class activities.				\$0.00
11	G3.B1.S2.A1	the School Counselor and administrative team will plan and build professional development activities that support collaboration, trust, and relationship building.				\$0.00
Total:						\$8,000.00