Orange County Public Schools

Sun Blaze Elementary

2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 11

Planning for Improvement 17

Title I Requirements 23

Budget to Support Goals 24

Sun Blaze Elementary

9101 RANDAL PARK BLVD, Orlando, FL 32832

https://sunblazees.ocps.net/

Demographics

Principal: Glenna Wyatt

Start Date for this Principal: 8/10/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: B (59%) 2016-17: A (71%) 2015-16: A (66%) 2014-15: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 11

Planning for Improvement 17

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	50%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Szymanski, Christine	Principal	- Instructional observations - Teacher and classified staff evaluations - Personnel hiring and ER issues - Progress monitoring and data analysis - Monitors and evaluates Deliberate Practice plans - Manages school budget and internal accounts - SAC and PTA liaison - Oversees professional development for leadership team - Public Relations leader - Monitors staff and student attendance - Shares district initiatives - Monitors 4th and 5th grade instruction
Cadogan, Tomicka	Instructional Coach	- Conducts coaching observations - Provides teacher and staff development - Progress monitoring and data analysis - Organizes peer to peer observations - Coordinates grade-level ELA collaborative planning - Monitors ELA instruction - Contact for 3rd grade portfolios - DPLC lead teacher coordinator - iReady facilitator - Lead mentor supervisor - Co-teach liaison - Coordinates reading deficiency and retention letters
Boston, Jacqueline	Instructional Media	
Miller, Kristin	Other	- Conducts coaching observations - Provides teacher and staff development - Progress monitoring and data analysis - Organizes peer to peer observations - Testing Coordinator - Educator Access + grading system contact - Organizing and managing school field trips - Facilitates school Spelling Bee - Creates computer lab schedules - Organizes and manages all instructional materials
Villalobos, Martiza	Other	- Conducts coaching observations - Provides teacher and staff development - Progress monitoring and data analysis - Organizes peer to peer observations - MPLC facilitator - Monitors ELL certify - Organizes ELL para schedules - Manages ELL plans and accommodations - Facilitates ELL testing

Name	Title	Job Duties and Responsibilities
		- Imagine Learning contact - Organizes and facilitates parent conferences for ELL students
Hoffman, Peggy lee	Other	- FSAA coordinator - ESE initial staffings - Monitors ESE Certify errors - Conducts ESE annual reviews - Manages behavior plans - Assists with ESE accommodations - Organizes ESE para schedules - Manages health care plans - ESE transportation contact - 504 plan facilitator
Ramsey, Kathleen	Assistant Principal	- Instructional observations - Teacher and classified staff evaluations - Personnel hiring and ER issues - Progress monitoring and data analysis - Monitors and evaluates Deliberate Practice plans - Student discipline/ bullying investigations - Creates master schedule - Monitors FTE/ Certify - Creates and communicates SAFE plan - Facilities manager - Fixed assets inventory contact - Monitors kindergarten and 1st grade instruction - Manages student scheduling
Rutledge, Nicole	Assistant Principal	- Instructional observations - Teacher and classified staff evaluations - Personnel hiring and ER issues - Progress monitoring and data analysis - Monitors and evaluates Deliberate Practice plans - Student discipline/ bullying investigations - Creates master schedule - Monitors FTE/ Certify - Creates and communicates School Improvement Plan - Organizes tutoring and data collection/ analysis - STEAM club coordinator - Monitors 2nd and 3rd grade instruction - Manages student scheduling
Dobson, Valerie	School Counselor	- Provides guidance lessons kindergarten through 5th grade - Provides Child Safety Matters lessons kindergarten through 5th grade - Conducts SEDNET referrals - Facilitates DCF calls and visits - Coordinator for the Threat Assessment Meetings

Name	Title	Job Duties and Responsibilities
		- McKinney Vento contact - Title IX coordinator - Social worker liaison - Conducts gifted screenings - Organizes parent conferences - Provides school tours
alvarez, travis	Other	- Implementation of Behavior Intervention Plans - Student discipline - Facilitates evacuations and active assailant drills - Organizes morning duty schedules - Manages bullying investigations
Parks, Jessica	Other	- Conducts coaching observations - Provides teacher and staff development - Progress monitoring and data analysis - Organizes peer to peer observations - Coordinates grade-level math collaborative planning - Monitors math and science instruction - Contact for STEAM clubs - Organizes school-wide STEM challenges - Monitors science PMAs - Oration coordinator - Science lab lead teacher

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	173	191	219	198	200	197	0	0	0	0	0	0	0	1178
Attendance below 90 percent	21	18	19	9	14	8	0	0	0	0	0	0	0	89
One or more suspensions	1	0	2	6	2	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	1	1	4	2	6	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	36	38	37	0	0	0	0	0	0	0	111

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	10	9	12	0	0	0	0	0	0	0	31

The number of students identified as retainees:

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

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

89

Date this data was collected or last updated

Thursday 7/25/2019

Prior Year - As Reported

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	34	31	26	18	18	19	0	0	0	0	0	0	0	146
One or more suspensions	0	1	0	1	2	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	1	6	10	4	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	55	51	57	0	0	0	0	0	0	0	163

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	13	11	11	0	0	0	0	0	0	0	39

Prior Year - Updated

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	34	31	26	18	18	19	0	0	0	0	0	0	0	146
One or more suspensions	0	1	0	1	2	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	1	6	10	4	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	55	51	57	0	0	0	0	0	0	0	163

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	13	11	11	0	0	0	0	0	0	0	39

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	57%	57%	76%	54%	55%
ELA Learning Gains	67%	58%	58%	73%	58%	57%
ELA Lowest 25th Percentile	61%	52%	53%	61%	53%	52%
Math Achievement	76%	63%	63%	80%	61%	61%
Math Learning Gains	71%	61%	62%	65%	64%	61%
Math Lowest 25th Percentile	57%	48%	51%	60%	54%	51%
Science Achievement	68%	56%	53%	79%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	173 (0)	191 (0)	219 (0)	198 (0)	200 (0)	197 (0)	1178 (0)
Attendance below 90 percent	21 (34)	18 (31)	19 (26)	9 (18)	14 (18)	8 (19)	89 (146)
One or more suspensions	1 (0)	0 (1)	2 (0)	6 (1)	2 (2)	3 (0)	14 (4)
Course failure in ELA or Math	0 (0)	1 (1)	1 (6)	4 (10)	2 (4)	6 (3)	14 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (55)	38 (51)	37 (57)	111 (163)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	55%	10%	58%	7%
	2018	58%	55%	3%	57%	1%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	66%	57%	9%	58%	8%
	2018	62%	54%	8%	56%	6%
Same Grade Comparison		4%				
Cohort Comparison		8%				
05	2019	61%	54%	7%	56%	5%
	2018	57%	55%	2%	55%	2%
Same Grade Comparison		4%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	79%	62%	17%	62%	17%
	2018	69%	61%	8%	62%	7%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	70%	63%	7%	64%	6%
	2018	60%	62%	-2%	62%	-2%
Same Grade Comparison		10%				
Cohort Comparison		1%				
05	2019	65%	57%	8%	60%	5%
	2018	66%	59%	7%	61%	5%
Same Grade Comparison		-1%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	54%	7%	53%	8%
	2018	60%	53%	7%	55%	5%
Same Grade Comparison		1%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	38	39	33	41	35	9				
ELL	58	63	58	66	67	59	51				
ASN	97	83		97	96						
BLK	68	79		79	79		71				
HSP	65	64	59	71	67	56	58				
MUL	75			75							
WHT	80	72		85	74		82				
FRL	63	65	58	69	66	57	60				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	38	31	30	16	6	21				
ELL	41	61	60	58	47	40	24				
ASN	93	71		96	71						
BLK	64	71		68	61	30	56				
HSP	62	57	53	66	48	37	64				
WHT	78	68		86	66		81				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	62	60	55	66	49	35	63				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	34	42	41	40	48	41	55				
ELL	46	66	61	62	61	69	47				
ASN	95	90		100	80						
BLK	67	68		64	48	36	56				
HSP	72	74	63	76	67	66	81				
MUL	60										
WHT	89	75		93	67		85				
FRL	71	71	45	76	65	68	75				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	75
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

Our lowest performing area last school year was our Science achievement. All other areas had an increase from 2018 to 2019. Our Science achievement remained at 68%. Several factors may have contributed to the lack of growth in this area. One factor would be the emphasis placed on ELA and Math instruction. Our focus on close reading and text-dependent questions through our DPLC initiative was present in Math and Reading instruction, but lacked implementation to the same level in Science. Our increase in reading performance on the FSA illustrated that a lack of comprehension was not a reason for our stagnate Science performance. Another factor that may have impacted our Science achievement was the disconnect between the hands-on learning experiences and the application of this knowledge when answering questions or completing tasks. Our teachers incorporated hands-on activities during science lab rotations but upon reflection, noted that the students did not have as many activities that required them to connect their learning to a concept.

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

Science achievement in our students with disabilities showed the greatest decline from the prior year. We went from 21% achievement to 9%. One reason for this decline may be the pullout times for ESE services. In order to avoid pullout during the reading core and math instruction, many of our ESE students received their services during the science block. Students may have lost instruction in the science content therefore receiving less exposure to the concepts and science vocabulary. Also, when students worked on goals per their IEPs, many of the non-fiction texts were related to an area of social studies and not science. The lack of science-rich texts and vocabulary may have played a role in this area for our ESE students.

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

The data component with the greatest gap when compared to the state average was the ELA achievement. Sun Blaze had a 71% achievement compared to the state's 57% average. We attribute this gap to our implementation of close reading strategies, small group differentiated instruction, and targeted interventions to increase reading proficiency.

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

The lowest 25% in math had a 21% increase from the 2018 to the 2019 school year. Our teachers received more professional development on the MATH workshop model which focuses on small group and standards-based differentiated instruction. Teachers were observed and provided coaching feedback in their implementation of the model. Teachers were also provided opportunities to observe their peers in order to reflect on their own use of the workshop model. This helped to target all learners and increase math performance. Our focus shifted to include more close reading opportunities during math instruction. Teachers provided explicit instruction on how to annotate word problems and students used various methods to chunk the information in order to determine the necessary steps to solve the complex problems.

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

Looking at our EWS data, one area of concern is the number of suspensions. When looking at the students who received suspensions 92% were Hispanic. Our enrollment of Hispanic students last school year was 66%. It is concerning that a majority of our students receiving one or more suspensions and having multiple EWS indicators are Hispanic.

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

1. Increasing science achievement
2. Closing the achievement gap for ESE students
3. Continuing to build a culturally responsive school to promote positive relationships with students to reduce suspensions in our Hispanic students.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	District Professional Learning Community with a focus on writing
Rationale	ELA Achievement increased 3% from 2018 to 2019 and ELA Learning Gains increased 5%. The ELA Lowest 25% had a 8% increase, while our Science FCAT Achievement remained at 68%, Our science instruction needs to incorporate more writing-based tasks and specific vocabulary instruction in order to help our learners connect the hands-on labs to real-world application of the concepts. (Division Priority- Accelerate Student performance)
State the measurable outcome the school plans to achieve	Fifth grade students will show a 5% increase or greater in the overall achievement level on the 2020 Science FCAT.
Person responsible for monitoring outcome	Christine Szymanski (christine.szymanski@ocps.net)
Evidence-based Strategy	In order to increase Science achievement, teachers will employ research-based strategies in order to effectively implement science vocabulary into their instruction. These science-based vocabulary strategies will not only be used during science instruction, but also embedded throughout the ELA content when informational standards call for non-fiction texts. Strategies our teachers will implement include: "time to talk", vocabulary graphic organizers, word walls, and engaging students in adding experiences to the words through labs, videos, and demonstrations. Research also shows when students engage in vocabulary through writing, they have a better understanding of concepts. Our DPLC focus on writing will provide strategies for our teachers to incorporate more science-based writing into their lessons, hence allowing the students to connect their learning for abstract and concrete concepts.
Rationale for Evidence-based Strategy	Science vocabulary instruction enables students to develop their scientific literacy and gain a better understanding of science content. Last year, teachers had students engage in hands-on lessons. During classroom walks, our leadership team observed a disconnect between the hands-on piece of the science lesson and connection to the actual concept. Our students need to be more comfortable using the vocabulary to engage in accountable talk and academic discourse.
Action Step	
Description	1. Ms. Parkes will provide professional development on various instructional strategies for teaching scientific vocabulary. This will take place every other month during grade level PLCs. (Science coach, September 10, November 12, 2019 January 14, 2020 March 10, 2020). 2. Ms. Parkes will join grade-level teams during common planning to provide guidance on the implementation of the strategies and assist with choosing the targeted vocabulary for the lesson/unit. Ms. Parkes will also plan with the grade-level teachers to incorporate meaningful writing-based tasks into the units of instruction. (Science coach, Weekly for grades 4 & 5, bi-weekly K-3rd throughout the entire year). 3. Ms. Cadogan will facilitate the DPLC debriefs to ensure the grade-level representatives connect the new writing initiative to our focus on science. (Instructional coach, DPLC grade level representatives and leadership team after DPLC sessions on August 27, 2019, October 29, 2019 February 11, 2020 and April 28, 2020)

	4. The leadership team will conduct walk-throughs to observe the implementation of the vocabulary strategies and writing piece after the professional development sessions. The team will provide specific feedback to the teachers. (Coaches and Admin, October 2019, December 2019, February 2020). 5. Grade-level teachers and the leadership team will monitor science common assessments and PMA data during PLC meetings in order to make adjustments to instruction when needed. (Leadership team, throughout the school year).
Person Responsible	Jessica Parks (jessica.parkes@ocps.net)

#2	
Title	Closing the achievement gap for our ESE students
Rationale	Our ESE students showed a decreased on their ELA achievement from 28% to 25% on the FSA. The learning gains for the lowest 25% in ELA also dropped from 39% to 31% for our ESE students. The Science FCAT had the largest decrease for our ESE students, going from a 21% achievement rate in 2018 to a 9% in 2019. (Division Priority- Narrow Achievement Gaps)
State the measurable outcome the school plans to achieve	Due to the implementation of more support facilitation for ESE, our students with disabilities will show an increase in their overall ELA performance, ELA lowest 25% learning gains, and Science achievement. Overall ELA proficiency will increase by three percentage points from 71% to 74% and math proficiency will increase from 76% to 78%.
Person responsible for monitoring outcome	Christine Szymanski (christine.szymanski@ocps.net)
Evidence-based Strategy	Our students with disabilities will receive their services through a combination of the support facilitation model and direct specialized instruction model. The ESE teachers will provide the students their services while in the general education classroom and/or ESE classroom. The ESE teachers will collaborate with the general education teachers to incorporate close reading strategies and chunking when providing teacher-led, differentiated small group instruction. The ESE teachers will use explicit instruction when showing students how to use these strategies. They will model and scaffold the processes needed to comprehend the grade-level text.
Rationale for Evidence-based Strategy	Our students with disabilities previously received most of their services through a pull-out model where the ESE teacher provided services in a resource classroom. This resulted in a loss of instructional time for transitions and instruction provided in a more restrictive environment. With the decrease in both ELA and Science achievement on the FSA, our ESE students would benefit from a combination of support facilitate and direction instruction model.
Action Step	
Description	1. Ms. Hoffman and Ms. Neron will identify the students who will need direct instruction vs support facilitation. They will then develop a schedule in order to provide the students with their services in the least restrictive environment. (Staffing specialist and ESE teacher, Pre-planning August 6 & 7). 2. The ESE teachers will attend an online class offered by OCPS on support facilitation in order to gain a better understanding of the model of instruction. (Neron and Rojas, starting course by September 2019). 3. The media specialist and instructional coach, will provide the general education and ESE teachers with professional development on teacher-led small groups in order to provide differentiated instruction through close reading, chunking, and guided readings. This PD will be conducted in small group rotations. (Ms. Boston and Ms. Cadogan, October 2, 2019). 4. The leadership team will meet with grade-level teams during PLCs to review common assessment data and progress monitor the growth of our ESE students. (Admin and coaches, throughout the school year). 5. Administration will conduct data chats with individual teachers to progress monitor individual students and analyze the class's growth on the iReady diagnostic. Intervention

	and instructional strategies will also be discussed during this time. (Admin, January/ February 2020).
Person Responsible	Peggy lee Hoffman (peggylee.hoffman@ocps.net)

#3	
Title	Culturally Responsive School
Rationale	With the incorporation of a Culturally Responsive School, we would like to provide our entire staff with professional development and training in order to eliminate personal biases. When analyzing EWS data from the 2018-2019 school year, 92% of the students receiving one or more suspensions were Hispanic. We need to educate our staff on proactive ways to form relationships and manage behaviors of our diverse learners. (Division Priority- Provide Empowering Environments)
State the measurable outcome the school plans to achieve	With the implementation of Trauma Informed Practice and proactive discipline, leaders in training initiative, and professional development on a creating Culturally Responsive School, the percent of referrals in our Hispanic students will decrease 12%.
Person responsible for monitoring outcome	Christine Szymanski (christine.szymanski@ocps.net)
Evidence-based Strategy	Our school will be implementing more PBIS (positive behavior interventions and supports) to create a culture of Trauma Informed Practice. We will provide teachers with professional development on creating a trauma sensitive classroom, implementing morning class meetings, and how to proactively deal with potential behaviors in the classroom. We will begin a mentor program to increase positive relationships with students and staff. Our teachers will also receive professional development on how to support our Culturally Responsive School plan through relationship building activities, vocabulary-rich classroom environment, use of media to positively depict a range of cultures, and foster a relationship with parents through consistent communication in the child's home language.
Rationale for Evidence-based Strategy	In order to reduce the number of suspensions, specifically for our Hispanic students, our school needs to employ more proactive approaches to mitigating negative student behaviors. Trauma Informed Practice will help educate our teachers on how to identify students in need and to create a culture of respect and support. Our mentor program will also provide support for some of our students in order to combat some of the behaviors that would result in a referral. In order to reduce the referrals for our Hispanic students, we want to also ensure we have a Culturally Responsive School where the adults working with these children are empathetic to all of our children and treat each one equitably.
Action Step	
Description	1. The school counselor, will provide the staff with PD on Trauma Informed Practice and strategies for identifying students in need of support. (Ms. Dobson, pre-planning August 6, 2019) 2. Mr. Alvarez will work with the grade-level and leadership teams to identify students to invite to the Leaders in Training (LIT) mentor program. Students will be paired with a supportive staff member and will meet bi-weekly for check-ins and positive reinforcement. (Instructional resource teacher, week of September 16, 2019). 3. Ms. Villalobos will provide the staff professional development on our Culturally Responsive School plan, starting with a training on being empathetic to students from culturally different backgrounds. (The ESOL compliance specialist and representative from multilingual department, September 18, 2019). 4. Mr. Alvarez will provide teachers with classroom management resources such as PBIS and Kagan. (Instructional resource teacher, per individual teacher needs, throughout the

entire school year).
5. Ms. Ramsey, Ms. Rutledge, and Mr. Alvarez will meet monthly to review the school-wide discipline log and Data View to track referrals and analyze trends in order to drive our next steps in reducing our suspensions. (The assistant principals and instructional resource teacher, monthly throughout the school year).

Person Responsible	travis alvarez (travis.alvarez@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

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

Another priority for the 2019-2020 school year is to provide our new teachers with more support and personalized professional development in order to increase teacher retention. This school year, Sun Blaze hired 18 new instructional positions. With the use of our new teacher Sun Beamers program, training for teacher mentors, and coaching sessions with instructional members of the leadership team, Sun Blaze will work to reduce the instructional turnover rate from 22% to 10% for the next school year. (Division of Priority- Invest in Human Capital)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Sun Blaze Elementary School does not meet Title 1 requirements.

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

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.

Sun Blaze Elementary's guidance counselor, Ms. Dobson, meets with small groups and individual students as needed. Students also receive guidance lessons through the Child Safety Matters curriculum and are provided with a safe outlet to express social-emotional issues through our guidance department.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Sun Blaze Elementary supports incoming kindergartners with a Kindergarten Parent Academy. This evening event shares important information about the school with families and provides the students with the opportunity to tour the campus and ask questions. Sun Blaze Elementary also conducts a kindergarten screener during the summer in order to provide the kindergarten teachers with information on the skills and current ability level of our youngest students. In the spring, Sun Blaze Elementary invites representatives from Innovation Middle School to speak with the 5th grade students about

transitioning to middle school. Sun Blaze coordinates with the middle schools regarding upcoming 6th grade events and orientations.

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.

Once a week, the leadership team meets with grade-level teams to review common assessment, iReady, or other formative data. During these PLCs, the team discusses the effectiveness of the instructional strategies and interventions in place for the targeted unit of instruction. While analyzing the OPM (on-going progress monitoring) data, individual students are identified if interventions and reteach does not yield growth in their overall performance.
These identified students are then discussed with the MTSS coach. The coach and teacher discuss additional interventions that may be needed and set up a meeting with the parent to communicate the deficit area(s). If the child continues to not show adequate growth with the additional support, the team invites the parent back for a meeting with the staffing specialist and school Psychologist in order to gather more information about the cause for the deficit.
For struggling students in grades 3-5, after-school tutoring is provided using SAI funds (Supplemental Academic Instructional). 3rd grade students performing below grade level according to the Beginning of the Year iReady and students scoring a level 1 or 2 on the reading or math FSA receive an invite. Tutoring occurs Tuesdays and Thursdays from October to March. Teachers use the Performance Coach curriculum to re-teach grade-level standards and provide small group instruction on the students' deficits. The AP monitors the attendance and analyzes the Mid Year iReady scores, paying specific attention to the scores of the students receiving tutoring, in order to track their progress.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Sun Blaze Elementary holds an annual Teach-In event where community members come to share information about their profession or career. The community members provide presentations for the students about the college, technical, or trade school needed to enter their respective career, industry, or business.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: District Professional Learning Community with a focus on writing**				**$70,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1140	510-Supplies	1831 - Sun Blaze Elementary	General Fund		$500.00
			Notes: Supplies needed for DPLC writing initiative (anchor charts and word walls)			
	5100	130-Other Certified Instructional Personnel	1831 - Sun Blaze Elementary	General Fund		$70,000.00
			Notes: Science coach will provide professional development and assist grade-level teams in embedding science-based writing tasks and explicit vocabulary instruction in their instruction.			
2	**III.A.**	**Areas of Focus: Closing the achievement gap for our ESE students**				**$170,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	1831 - Sun Blaze Elementary	General Fund		$140,000.00
			Notes: Two certified ESE teachers to push-in to the general education classroom and provide ESE students with support facilitation.			
	5100	160-Other Support Personnel	1831 - Sun Blaze Elementary	General Fund		$30,000.00
			Notes: One paraprofessional will push-in to classrooms to assist ESE students in reading small groups.			
3	**III.A.**	**Areas of Focus: Culturally Responsive School**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2162	500-Materials and Supplies	1831 - Sun Blaze Elementary	Other		$500.00
			Notes: Resources for our professional development sessions on diversity and respect. Resources include handouts on various instructional strategies and cultural acceptance classroom posters.			
	1142	140-Substitute Teachers	1831 - Sun Blaze Elementary	Other		$2,000.00
			Notes: Substitutes for teachers to attend CHAMPS training for classroom management strategies and positive behavior interventions and supports			
					Total:	**$243,000.00**