

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Sunset Park Elementary  
12050 OVERSTREET RD  
Windermere, FL 34786  
407-905-3724

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 37%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 54%

### School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Sunset Park Elementary

##### Principal

Carol Russ

##### School Advisory Council chair

Douglas Justice/ Jan Dunkelburger

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Scott Peters	Assistant Principal
Felicia Smith	Assistant Principal
Kimberly Wood	Curriculum Resource Teacher
Chelsea Johnson	Staffing Specialist
Christine Markley	Guidance Counselor

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Douglas Justice, Co- Chairperson, Parent  
 Jane Dunkelberger, Co- Chairperson, Parent  
 Kimberly Wood, Secretary, Teacher, Parent

#### Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) meets regularly to discuss the school's progress towards the goals addressed in the current School Improvement Plan (SIP). The committee makes adjustments throughout the year that are then compiled and used to create the following school year's improvement plan. Goals, barriers and strategies which Sunset Park will address in this plan are discussed and agreed upon by the School Advisory Council (SAC).

#### Activities of the SAC for the upcoming school year

- Review school wide progress monitoring data monthly and collaborate with the school team work on implementing school-to-home strategies to assist with increasing student achievement
- School Advisory Council (SAC) will be recruiting parents to join School Advisory Council (SAC) and/or Parent Teacher Organization (PTO) at all school events. (some examples are: Meet Your Teacher, Open House, Conference Nights, Curriculum Nights, etc.)

**Projected use of school improvement funds, including the amount allocated to each project**

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

Purchase researched based intervention materials - \$6,129.33

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Carol Russ**

Principal

Years as Administrator: 9

Years at Current School: 6

**Credentials**

Master of Science Degree in Educational Leadership  
 Bachelor of Science Degree in Mathematics  
 Certifications in Middle School 6-12  
 School Principal K-12 Educational Leadership

**Performance Record**

2012-2013:  
 Sunset Park Elementary School Grade A  
 FCAT 2.0  
 High Standards in reading 71%, math 66%, writing 68%, science 57%  
 Learning gains in reading 71%, math 63%, Lowest 25% making gains in reading 70%, math 67%  
 Met 2013 AMO target math = no  
 English Language Learners = no  
 Students with Disabilities = no  
 Economically Disadvantaged = no  
 American Indian = na  
 Asian = yes  
 Black/African American = no  
 Hispanic = no  
 White = no  
 English Language Learners = yes  
 Students with Disabilities = yes  
 Economically Disadvantaged = yes  
 Met 2013 AMO target reading = no  
 American Indian = na  
 Asian = yes  
 Black/African American = yes  
 Hispanic = yes  
 White = no  
 English Language Learners = no  
 Students with Disabilities = no  
 Economically Disadvantaged = no  
 English Language Learners = no  
 Students with Disabilities = yes  
 Economically Disadvantaged = yes  
 2011-2012:  
 Sunset Park Elementary School Grade A  
 FCAT 2.0  
 High Standards in reading 70%, math 72%, writing 86%, science 62%  
 Learning Gains in reading 75%, math 75%, lowest 25% making gains in reading 77%, math 67%  
 Met 2012 AMO Target Math = yes  
 English Language Learners = yes  
 Students with Disabilities = yes  
 Economically Disadvantaged = yes  
 American Indian = na

Asian = yes  
Black/African American = no  
Hispanic = yes  
White = yes  
English Language Learners = yes  
Students with Disabilities = yes  
Economically Disadvantaged = yes  
Met 2012 AMO Target Reading = no  
American Indian = na

Asian = yes  
Black/African American = no  
Hispanic = no  
White = no  
English Language Learners = no  
Students with Disabilities = no  
Economically Disadvantaged = no  
English Language Learners = no  
Students with Disabilities = no  
Economically Disadvantaged = no

2010-2011:

Sunset Park Elementary School Grade A

Didn't make AYP: ELL, Free and Reduced Lunch, Hispanic

High Standards in reading 88%, math 86%, writing 92%, science 73%

Learning Gains in reading 76%, math 56%

Lowest 25% making gains in reading 67%, Math 59%

2009-2010:

Sunset Park Elementary School Grade A

Made AYP

High Standards in reading 90%, math 84%, writing 89%, science 66%

Learning gains in reading 76%, math 73%

Lowest 25% making gains in reading 70%, math 76%

2008-2009:

Sunset Park Elementary School Grade A

Didn't make AYP: ELL, Free and Reduced Lunch, Hispanic

High standards in reading 91%, math 87%, writing 92%, science 64%

Learning gains in reading 79%, math 74%

Lowest 25% making gains in reading 77%, math 75%

<b>Scott Peters</b>		
Asst Principal	Years as Administrator: 9	Years at Current School: 6
<b>Credentials</b>	Master of Science Degree in Educational Leadership Bachelor of Science Degree in Elementary Education Certifications in Elementary K-6 School Principal K-12 Educational Leadership	
<b>Performance Record</b>	2012-2013: Sunset Park Elementary School Grade A FCAT 2.0 High Standards in reading 71%, math 66%, writing 68%, science 57% Learning gains in reading 71%, math 63%, Lowest 25% making gains in reading 70%, math 67% Met 2013 AMO target math = no English Language Learners = no Students with Disabilities = no Economically Disadvantaged = no American Indian = na Asian = yes Black/African American = no Hispanic = no White = no English Language Learners = yes Students with Disabilities = yes Economically Disadvantaged = yes Met 2013 AMO target reading = no American Indian = na Asian = yes Black/African American = yes Hispanic = yes White = no English Language Learners = no Students with Disabilities = no Economically Disadvantaged = no English Language Learners = no Students with Disabilities = yes Economically Disadvantaged = yes 2011-2012: Sunset Park Elementary School Grade A FCAT 2.0 High Standards in reading 70%, math 72%, writing 86%, science 62% Learning Gains in reading 75%, math 75%, lowest 25% making gains in reading 77%, math 67% Met 2012 AMO Target Math = yes English Language Learners = yes Students with Disabilities = yes Economically Disadvantaged = yes American Indian = na	

Asian = yes  
Black/African American = no  
Hispanic = yes  
White = yes  
English Language Learners = yes  
Students with Disabilities = yes  
Economically Disadvantaged = yes  
Met 2012 AMO Target Reading = no  
American Indian = na

Asian = yes  
Black/African American = no  
Hispanic = no  
White = no  
English Language Learners = no  
Students with Disabilities = no  
Economically Disadvantaged = no  
English Language Learners = no  
Students with Disabilities = no  
Economically Disadvantaged = no

2010-2011:

Sunset Park Elementary School Grade A

Didn't make AYP: ELL, Free and Reduced Lunch, Hispanic

High Standards in reading 88%, math 86%, writing 92%, science 73%

Learning Gains in reading 76%, math 56%

Lowest 25% making gains in reading 67%, Math 59%

2009-2010:

Sunset Park Elementary School Grade A

Made AYP

High Standards in reading 90%, math 84%, writing 89%, science 66%

Learning gains in reading 76%, math 73%

Lowest 25% making gains in reading 70%, math 76%

2008-2009:

Sunset Park Elementary School Grade A

Didn't make AYP: ELL, Free and Reduced Lunch, Hispanic

High standards in reading 91%, math 87%, writing 92%, science 64%

Learning gains in reading 79%, math 74%

Lowest 25% making gains in reading 77%, math 75%

<b>Felicia Smith</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 7
<b>Credentials</b>	Specialist Degree in Educational Leadership, Master of Science Degree in Exceptional Student Education Certifications in Elementary K-6 Bachelor of Science Degree in Marketing, English Speakers of Other Languages Certified, K-12	
<b>Performance Record</b>	2012-2013: Sunset Park Elementary School Grade A FCAT 2.0 High Standards in reading 71%, math 66%, writing 68%, science 57% Learning gains in reading 71%, math 63%, Lowest 25% making gains in reading 70%, math 67% Met 2013 AMO target math = no English Language Learners = no Students with Disabilities = no Economically Disadvantaged = no American Indian = na Asian = yes Black/African American = no Hispanic = no White = no English Language Learners = yes Students with Disabilities = yes Economically Disadvantaged = yes Met 2013 AMO target reading = no American Indian = na Asian = yes Black/African American = yes Hispanic = yes White = no English Language Learners = no Students with Disabilities = no Economically Disadvantaged = no English Language Learners = no Students with Disabilities = yes Economically Disadvantaged = yes 2011-2012: Sunset Park Elementary School Grade A FCAT 2.0 High Standards in reading 70%, math 72%, writing 86%, science 62% Learning Gains in reading 75%, math 75%, lowest 25% making gains in reading 77%, math 67% Met 2012 AMO Target Math = yes English Language Learners = yes Students with Disabilities = yes Economically Disadvantaged = yes	

American Indian = na  
 Asian = yes  
 Black/African American = no  
 Hispanic = yes  
 White = yes  
 English Language Learners = yes  
 Students with Disabilities = yes  
 Economically Disadvantaged = yes  
 Met 2012 AMO Target Reading = no  
 American Indian = na  
 Asian = yes  
 Black/African American = no  
 Hispanic = no  
 White = no  
 English Language Learners = no  
 Students with Disabilities = no  
 Economically Disadvantaged = no  
 English Language Learners = no  
 Students with Disabilities = no  
 Economically Disadvantaged = no  
 2010-2011:  
 Sunset Park Elementary School Grade A  
 Didn't make AYP: ELL, Free and Reduced Lunch, Hispanic  
 High Standards in reading 88%, math 86%, writing 92%, science 73%  
 Learning Gains in reading 76%, math 56%  
 Lowest 25% making gains in reading 67%, Math 59%  
 2009-2010:  
 Sunset Park Elementary School Grade A  
 Made AYP  
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 Learning gains in reading 76%, math 73%  
 Lowest 25% making gains in reading 70%, math 76%  
 2008-2009:  
 Sunset Park Elementary School Grade A  
 Didn't make AYP: ELL, Free and Reduced Lunch, Hispanic  
 High standards in reading 91%, math 87%, writing 92%, science 64%  
 Learning gains in reading 79%, math 74%  
 Lowest 25% making gains in reading 77%, math 75%

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Kimberly Wood</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7
<b>Areas</b>	Reading/Literacy, Data, RtI/MTSS	
<b>Credentials</b>	Master Degree in Educational Media and Technology Bachelor of Science Degree in Elementary Education Certifications in Elementary 1-6 Educational Media K-12 English Speakers of Other Languages Endorsed, K-12	
<b>Performance Record</b>	2012-2013: Sunset Park Elementary School Grade A FCAT 2.0 High Standards in reading 71%, math 66%, writing 68%, science 57% Learning gains in reading 71%, math 63%, Lowest 25% making gains in reading 70%, math 67% Met 2013 AMO target math = no English Language Learners = no Students with Disabilities = no Economically Disadvantaged = no American Indian = na Asian = yes Black/African American = no Hispanic = no White = no English Language Learners = yes Students with Disabilities = yes Economically Disadvantaged = yes Met 2013 AMO target reading = no American Indian = na Asian = yes Black/African American = yes Hispanic = yes White = no English Language Learners = no Students with Disabilities = no Economically Disadvantaged = no English Language Learners = no Students with Disabilities = yes Economically Disadvantaged = yes 2011-2012: Sunset Park Elementary School Grade A FCAT 2.0 High Standards in reading 70%, math 72%, writing 86%, science 62% Learning Gains in reading 75%, math 75%, lowest 25% making gains in reading 77%, math 67% Met 2012 AMO Target Math = yes English Language Learners = yes Students with Disabilities = yes	

Economically Disadvantaged = yes  
 American Indian = na  
 Asian = yes  
 Black/African American = no  
 Hispanic = yes  
 White = yes  
 English Language Learners = yes  
 Students with Disabilities = yes  
 Economically Disadvantaged = yes  
 Met 2012 AMO Target Reading = no  
 American Indian = na  
 Asian = yes  
 Black/African American = no  
 Hispanic = no  
 White = no  
 English Language Learners = no  
 Students with Disabilities = no  
 Economically Disadvantaged = no  
 English Language Learners = no  
 Students with Disabilities = no  
 Economically Disadvantaged = no  
 2010-2011:  
 Sunset Park Elementary School Grade A  
 Didn't make AYP: ELL, Free and Reduced Lunch, Hispanic  
 High Standards in reading 88%, math 86%, writing 92%, science 73%  
 Learning Gains in reading 76%, math 56%  
 Lowest 25% making gains in reading 67%, Math 59%  
 2009-2010:  
 Sunset Park Elementary School Grade A  
 Made AYP  
 High Standards in reading 90%, math 84%, writing 89%, science 66%  
 Learning gains in reading 76%, math 73%  
 Lowest 25% making gains in reading 70%, math 76%  
 2008-2009:  
 Sunset Park Elementary School Grade A  
 Didn't make AYP: ELL, Free and Reduced Lunch, Hispanic  
 High standards in reading 91%, math 87%, writing 92%, science 64%  
 Learning gains in reading 79%, math 74%  
 Lowest 25% making gains in reading 77%, math 75%

**Classroom Teachers**

**# of classroom teachers**

86

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

84, 98%

**# ESOL endorsed**

56, 65%

**# reading endorsed**

9, 10%

**# with advanced degrees**

30, 35%

**# National Board Certified**

2, 2%

**# first-year teachers**

6, 7%

**# with 1-5 years of experience**

26, 30%

**# with 6-14 years of experience**

39, 45%

**# with 15 or more years of experience**

15, 17%

**Education Paraprofessionals**

**# of paraprofessionals**

11

**# Highly Qualified**

11, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

**# receiving effective rating or higher**

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The Orange County Public Schools (OCPS) E-Recruiting system is utilized to seek out highly qualified candidates and all instructional applicant resumes are reviewed and verbal references are obtained to ensure candidates are highly qualified and of high quality. Hired staff members are provided with quality professional development opportunities lead by school instructional coaches covering school procedures, the school wide behavior plan, and the continuous improvement model. The current partnership with the University of Central Florida provides the opportunity to aid in the

development of future highly qualified educators.

Persons responsible:

Principal- Carol Russ

Assistant Principal- Scott Peters

Assistant Principal- Felicia Smith

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Mentors are assigned to all teachers with less than three years of teaching experience and teachers new to the school. The mentors selected and paired with teachers who have less than three years of teaching experience are chosen based on their teaching record. The mentors must have consistently demonstrated student growth in their classrooms and must also have the required district Clinical Educator Training. The mentors work with their novice teacher in many areas such as, lesson planning, curriculum development, high yield teaching strategies, communication with families, classroom management, and assessment development. They meet on a regular basis throughout the school year.

Teachers new to the school are also provided a mentor who has been teaching at the school for at least two years. This mentor is there to help the mentee learn the procedures of the school for efficient school operations. The instructional coach and assistant principal provide additional support in the form of monthly professional development. This professional development is in addition to the regular professional development provided to all staff members. The mentor program professional development occurs the first Wednesday of every month and topics include:

Classroom Management/Procedures - September 2013

Parent Communication - October 2013

Consequences/Rewards - November 2013

Cooperative Learning - January 2014

Behavior Plans - February 2014

Formative Assessments/MTSS - March 2014

Time Management - April 2014

Keeping the Momentum Going - May 2014

#### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The Administrative Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

## **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Carol Russ (Principal): Provides a common vision for the use of database decision-making, ensures that the school based team is implementing Multi-Tiered System of Supports (MTSS) and addressing goals and targets in the School Improvement Plan, conducts assessment of Multi-Tiered System of Supports (MTSS) skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Multi-Tiered System of Supports (MTSS) implementation, and communicates with parents regarding school based Multi-Tiered System of Supports (MTSS) plans and activities.

Scott Peters (Assistant Principal): Ensures that the school based team is implementing Multi-Tiered System of Supports and addressing goals and targets in the School Improvement Plan, conducts assessment of Multi-Tiered System of Supports skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based Multi-Tiered System of Supports plans and activities.

Scott Peters (Assistant Principal) (Multi-Tiered System of Supports Coach): Works with and through instructional staff, collaborates with staff to ensure student needs are met and SIP goals are addressed, documents intervention and provides follow-up to ensure student success.

Felicia Smith (Assistant Principal ): Provides guidance with K-12 Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP.

General education teachers (primary and intermediate): Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II and Tier III activities that address SIP goals and targets.

Chelsea Johnson (Staffing Specialist): Assists with implementation of the K-12 Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP.

Christine Markley (Guidance): Provides support for healthy emotional and social development strategies and programs. Assists with implementation of the K-12 Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the School Improvement Plan (SIP).

Silvia Monfort (Curriculum Compliance Teacher) Supports English Language Learners (ELL) students with assessments and strategies for English Language Learners (ELL) assistance and compliance. Assists with implementation of the K-12 Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning, supports the implementation of Tier I, Tier II, and Tier III intervention plans which addresses goals identified in the School Improvement Plan.

Kimberly Wood (Curriculum Resource Teacher): Develops documents necessary to manage and display data that addresses goals and target identified in the SIP, provides professional development to teachers and staff regarding data management and display, and facilitates all district and state assessments.

Amy Haber (Speech/Language Pathologist): Educates the team in the role language plays in the curriculum, assessments, and instruction, as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of student needs with respect to language skills.

Nannette Corcino (Exceptional Student Education K-5 Varying Exceptional Resource Teacher): Participates in student data collection, integrates core instructional activities/materials into Tier II and Tier

Ill instruction that address goals and targets identified in the School Improvement Plan, and collaborates with general education teachers through activities such as co-teaching.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Multi-Tiered System of Supports Team (MTSS) meets throughout the year to ensure that the problem solving system that we designed is being maintained in order to bring out the best in our school, teachers, and our students. During these meetings, district screening data will be reviewed and instructional decisions will be made accordingly. Progress monitoring data will also be reviewed on a grade level and classroom level to identify students who are meeting/exceeding targets, and those who are at moderate or high risk for not meeting targets. Based on the data from various sources, the team will identify professional development and resources to be used for interventions. The team will collaborate to problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data: Florida Assessments in Instruction of Reading (FAIR) managed through Progress Monitoring and Reporting Network (PMRN), district benchmark assessments managed through Performance Matters, Journeys assessments managed through Think Central and Go Math! assessments managed through Think Central.

Midyear: Florida Assessments in Instruction of Reading (FAIR) managed through Progress Monitoring and Reporting Network (PMRN), district benchmark assessments managed through Performance Matters.

End of Year: Florida Assessments in Instruction of Reading (FAIR) managed through Progress Monitoring and Reporting Network (PMRN), district benchmark assessments managed through Performance Matters, Florida Comprehensive Achievement Test (FCAT) through the Florida Department of Education.

Progress Monitoring: Florida Assessments in Instruction of Reading (FAIR) managed through Progress Monitoring and Reporting Network (PMRN), Performance Matters, Curriculum Based Measurement (CBM), FCRR Activities, iReady, Easy CBM, Florida Comprehensive Achievement Test (FCAT) Simulation, district Mini Benchmarks Assessments, Write Score (writing and science), Journeys intervention assessments, grade level, classroom and small group formative assessments, frequency of discipline referrals, suspensions and attendance rates monitored through Student Support Services (SMS) and Educational Data Warehouse (EDW).

Tier I Core Program- 90 Minute Block

- Consists of academic and behavioral methodologies, supports are designed for all students.
- Differentiated small group instruction, on grade level material, (guided reading materials, skill or strategies on grade level.
- Students one year below, Targeted Reading or English Language Learners (ELL) support guide, re-teach guide
- Students above grade level receive "enrichment" during Tier I time.

Tier II Core Plus More- School Wide Reading Time (30 Minutes)

- Consists of supplemental instruction and intervention that are provided in addition to the effective core program, both academic instruction and behavioral supports
- Students' two years below, 4th & 5th Voyager.
- Consists of individualized, intensive academic instruction or behavioral supports provided in addition and aligned with the core program.
- The goal is to increase the rate of the student's progress.
- This may also mean using any of the above Tier II Interventions that data indicates may help the child.

Tier III – Individualized (10-15 Minutes)

- Consists of individualized, intensive academic instruction or behavioral supports provided in addition in addition and aligned with the core program.
- The goal is to increase the rate of the student's progress.
- This may also mean using any of the above Tier II Interventions that data indicates may help the child.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

As a Professional Learning Community (PLC) , the staff participates in whole group and small group staff development. Whole group Professional Learning Communities (PLC'S) give the faculty the opportunity to learn and participate in activities which focus on implementing an Multi-Tiered System of Supports (MTSS) process that is culturally embedded in the school. Small group collaborative teams within the school allow for smaller grade level groups to discuss, share, and practice Multi-Tiered System of Supports (MTSS) strategies. Professional development sessions will take place during the year to keep the staff up to date with Multi-Tiered System of Supports (MTSS) processes.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,520

Additional assistance is provided for students who are performing below expectations based on previous Florida Comprehensive Achievement Test (FCAT) scores and district benchmark assessments. Selected students will receive tutoring in reading and math based on their identified needs. Students will have the benefit of working in a small group to receive specialized instruction from trained teachers. The reading and math tutoring is a 60 minute program with the students spending 60 minutes in teacher led small group instruction, one-on-one and practice. It is important that students are available to attend the full 60 minute tutoring program to make adequate learning gains. The Writing Tutoring will incorporate 45 minutes of direct instruction in the morning before school. Our data shows that students who have participated in these tutoring program have shown academic growth.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

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

Students take a pre-assessment, mini assessments, and post assessments throughout the program to determine the effectiveness of the program and student growth. Our data shows that students who have participated in this before and after school program have shown academic growth.

#### **Who is responsible for monitoring implementation of this strategy?**

Carol Russ (Principal) and Scott Peters & Felicia Smith (assistant principals) monitor the effectiveness of the entire program while Kimberly Wood, Curriculum Resource Teacher (CRT) and selected instructors share the responsibility in overseeing and monitoring the effectiveness of planned activities and lessons.

**Strategy:** Extended Day for All Students**Minutes added to school year:** 44,160

During the YMCA Before and After School programs students are involved in activities that promote citizenship skills and healthy living through structured physical activities. Students are also engaged in enrichment activities designed to reinforce academic skills that are taught during the school day through mini science, reading, writing, and social studies lessons.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Data is collected by the Before and After School Program Coordinator through informal observations as mini lessons are taught and students participate in hands-on activities. This data is reviewed by YMCA Program Coordinator to determine overall effectiveness of the planned lessons and activities. Adjustments to curriculum and activities are made using this information in order to ensure the needs of all students are met academically and socially.

**Who is responsible for monitoring implementation of this strategy?**

Ms. Stephanie Haddock (YMCA Program Coordinator), Carol Russ (Principal) and Scott Peters & Felicia Smith (assistant principals) monitor the effectiveness of the entire program while Kimberly Wood (Curriculum Resource Teacher) and selected instructors share the responsibility in overseeing and monitoring the effectiveness of planned activities and lessons.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Carol Russ	Principal
Scott Peters	Assistant Principal
Felicia Smith	Assistant Principal
Kimberly Wood	Curriculum Resource Teacher
Donna Beery	Teacher
Jennifer Hennisley	Media Specialist
Chelsea Johnson	Staffing Specialist
Christine Markley	Guidance Counselor
Nannette Corcino	Exceptional Student Education
Sandra Morrissey	Behavior Specialist

**How the school-based LLT functions**

The Literacy Leadership Team (LLT) will focus on how we will achieve our Annual Measurable Objectives (AMO's) as identified in the School Improvement Plan (SIP) in the area of literacy. The Literacy Leadership Team (LLT) will meet regularly throughout the year to discuss, share and plan based on student data and observation. The Literacy Leadership Team (LLT) will also:

- Support teachers in the implementation of school wide literacy/instructional strategies
- Analyze data for instructional decision-making
- Assist teachers in differentiating learning
- Observe, provide feedback, model literacy lessons, and support teachers
- Suggest appropriate resources to embed literacy within content areas
- Facilitate professional learning opportunities to improve literacy achievement
- Ensure implementation of Common Core State Standards (CCSS)

### **Major initiatives of the LLT**

- Continued training on the transition to CCSS for intermediate grade levels
- Provide professional development on Journeys reading and intervention program
- Continue to expand school-wide instruction of writing English Language Arts (ELA) standards
- Increase student engagement in reading through the Accelerated Reader program

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

All teachers will participate in Multi-Tiered System of Supports Team (MTSS) and grade level data meetings that address the School Improvement Plan (SIP) Annual Measurable Objectives (AMO's) in reading. Teachers will analyze and discuss data utilizing data boards that provide information on subgroups, previous performance and current performance for every student on the specified grade level. In addition to analyzing the data, teachers will collaborate on effective strategies to incorporate reading standards into other subject areas during grade level Parent Leadership Council's (PLC's). All literature used in whole group and small group instruction will be analyzed to determine that they are within the appropriate Lexile levels for the grade level.

Implemented strategies will be monitored by administration through lesson plan checks, formal and informal observations, classroom walk-through and Tier I, II, and III intervention documentation.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Children ready to enter kindergarten are invited to attend yearly summer registration and our Open House program. Parents are encouraged to enroll students early to begin the transition process. All kindergarten students at Sunset Park Elementary School are assessed in kindergarten in order to determine individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of basic skills/school readiness, oral language/syntax, print/letter knowledge, and phonological awareness/processing.

Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, modeling and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine learning gains, necessary changes to instruction and intervention programs.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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

**Strategies for improving student readiness for the public postsecondary level**

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	71%	No	80%
American Indian				
Asian	78%	87%	Yes	80%
Black/African American	67%	63%	Yes	70%
Hispanic	66%	61%	Yes	69%
White	87%	78%	No	88%
English language learners	61%	55%	No	65%
Students with disabilities	43%	40%	Yes	49%
Economically disadvantaged	68%	62%	Yes	71%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	490	26%	29%
Students scoring at or above Achievement Level 4	490	45%	48%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		53%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		28%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	181	71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	43	70%	73%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	148	58%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	98	38%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	85	33%	36%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	54	68%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	66%	No	75%
American Indian				
Asian	81%	89%	Yes	83%
Black/African American	58%	47%	No	63%
Hispanic	65%	57%	No	69%
White	78%	73%	No	80%
English language learners	67%	51%	No	70%
Students with disabilities	37%	32%	No	43%
Economically disadvantaged	61%	56%	No	65%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	491	27%	30%
Students scoring at or above Achievement Level 4	491	38%	41%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		63%
Students scoring at or above Level 7	[data excluded for privacy reasons]		23%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	166	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	67%	70%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	163	40%	43%
Students scoring at or above Achievement Level 4	163	35%	38%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		28%
Students scoring at or above Level 7	[data excluded for privacy reasons]		28%

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		9
Participation in STEM-related experiences provided for students	1052	45%	75%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	1052	18%	15%
Students retained, pursuant to s. 1008.25, F.S.	1052	30%	27%
Students who are not proficient in reading by third grade	171	6%	6%
Students who receive two or more behavior referrals	1052	3%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1052	3%	3%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Sunset Park Elementary School's parental involvement targets for the 2013-2014 school year include increasing communication with parents to get parents involved in student academic and social emotional development. In addition, the school will provide targeted activities for parents for whom English is a second language to increase their involvement in the Parent Teacher Organization (PTO), Parent Leadership Council (PLC), and School Advisory Council (SAC). In addition, Sunset Park Elementary School will focus on making parents more aware of the Multi-Tiered System of Supports (MTSS) and Exceptional Student Education (ESE) process and how they can be of more support, at home, to their children receiving Exceptional Student Education (ESE) services.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Literacy Night	1052	50%	75%
Curriculum Night	1052	50%	75%
		%	%

**Area 10: Additional Targets**

**Additional targets for the school**

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Sunset Park Elementary School will increase parental involvement through community outreach and education activities throughout the school year. These activities will help parents to become better stakeholders in their children's education.
- G2.** To increase the percentage of students making learning gains in Math, Reading, Science and Writing through the use of deliberate practices, coaching and ongoing professional development within professional learning communities.

## Goals Detail

**G1.** Sunset Park Elementary School will increase parental involvement through community outreach and education activities throughout the school year. These activities will help parents to become better stakeholders in their children's education.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA)
- Science
- Science - Elementary School
- Parental Involvement

### Resources Available to Support the Goal

- Journey's Reading Core program, Journey's Reading Intervention, iReady computer based intervention, Voyagers comprehensive reading intervention program, Go Math Core Program, Go math intervention, Easy Curriculum Based Measurement System, Florida Center for Reading Research (FCRR), Myron Reader, Accelerated Reader, Moby Max Math, FCAT Explorer and Melissa Forney Writing.

### Targeted Barriers to Achieving the Goal

- Lack of academic support at home with homework and projects.

## Plan to Monitor Progress Toward the Goal

Professional Development will be conducted to train teachers on how to navigate Think Central in order to fully utilize all components of the reading and math programs.

### Person or Persons Responsible

All teachers will be responsible for participating in training offered for both reading and math programs.

### Target Dates or Schedule:

During the summer, webinars in September, and school based training throughout the year.

### Evidence of Completion:

Agendas, notes and point sheets will be used as evidence of teachers completing Journeys and Go Math training's.

**G2.** To increase the percentage of students making learning gains in Math, Reading, Science and Writing through the use of deliberate practices, coaching and ongoing professional development within professional learning communities.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement
- EWS - Elementary School

### **Resources Available to Support the Goal**

- Journey's Reading Core program, Journey's Reading Intervention, iReady computer based intervention, Voyagers comprehensive reading intervention program, Go Math Core Program, Go math intervention, Easy Curriculum Based Measurement System, Florida Center for Reading Research (FCRR), Myron Reader, Accelerated Reader, Moby Max Math, FCAT Explorer and Melissa Forney Writing.
- "The Art and Science of Teaching" by Robert Marzano, "Becoming a Reflective Teacher" by Robert Marzano, "Coaching Classroom Instruction" by Robert Marzano, "The Art and Science of Teaching" by Robert Marzano

### **Targeted Barriers to Achieving the Goal**

- Instructional staff lacks training on reflective practice. Differentiating instruction for all students to ensure those who are already performing at or above grade level are challenged.

### **Plan to Monitor Progress Toward the Goal**

Students will receive differentiated instruction that is rigorous and meaningful in order to provide enriched learning opportunities for students who are performing above grade level.

### **Person or Persons Responsible**

The administrative team and all teachers will ensure that lessons and activities are rigorous and address the content in meaningful ways.

### **Target Dates or Schedule:**

Differentiation will occur on a daily basis in every classroom.

### **Evidence of Completion:**

Lesson plans will be used as evidence that lessons and activities are rigorous and address the content in meaningful ways.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Sunset Park Elementary School will increase parental involvement through community outreach and education activities throughout the school year. These activities will help parents to become better stakeholders in their children's education.

**G1.B1** Lack of academic support at home with homework and projects.

**G1.B1.S1** Open House, curriculum nights, and parent conferences are held through out the school year to inform and explain how to help their children be successful in core academic subject areas.

### **Action Step 1**

Teachers will explain to parents what will be covered in core academic subjects such as Common Core State Standards, grade level expectations, state and district assessments, as well as class assignments and how to assist their child with homework.

#### **Person or Persons Responsible**

Principal, assistant principals and all teachers

#### **Target Dates or Schedule**

Open House in September, School Advisory Council (SAC) Parent Leadership Council (PLC) monthly meetings, various parent nights, and parent conferences throughout the year.

#### **Evidence of Completion**

Teacher Open House Power Point presentations and packets as well as parent sign in sheets will show evidence of completion.

#### **Facilitator:**

Administrative Team and Instructional Staff

#### **Participants:**

Parents

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Instructional staff will present power point presentations to ensure parents receive proper information regarding how to assist their children at home.

#### **Person or Persons Responsible**

Principal, assistant principals, Curriculum Resource Teacher (CRT) will walk through classrooms and monitor the content being delivered.

#### **Target Dates or Schedule**

Open House September 19th, 2013, and various parent nights and conferences throughout the school year.

#### **Evidence of Completion**

Teacher Open House Presentations and packets as well as parent sign in sheets will be used to monitor fidelity of implementation.

### **Plan to Monitor Effectiveness of G1.B1.S1**

Principal and assistant principals will monitor effectiveness of Open House presentations and parent conferences through parent surveys.

#### **Person or Persons Responsible**

Principal, assistant principals and all teachers.

#### **Target Dates or Schedule**

During Open House and throughout the school year.

#### **Evidence of Completion**

Completed parent surveys will be used as evidence to monitor effectiveness.

**G2.** To increase the percentage of students making learning gains in Math, Reading, Science and Writing through the use of deliberate practices, coaching and ongoing professional development within professional learning communities.

**G2.B1** Instructional staff lacks training on reflective practice. Differentiating instruction for all students to ensure those who are already performing at or above grade level are challenged.

**G2.B1.S1** Provide students who are performing above grade level the opportunity to participate in enrichment activities in a cluster gifted class or a general education classroom.

### **Action Step 1**

General education and cluster gifted teachers and the administrative team.

#### **Person or Persons Responsible**

Students identified as performing above grade level will have the opportunity to receive enrichment instruction in the general education and cluster gifted classrooms.

#### **Target Dates or Schedule**

August - June

#### **Evidence of Completion**

Generated lists of students who are above level will participate in enrichment lessons, students projects and activities which will be used as evidence of completion.

#### **Facilitator:**

General education teachers and cluster gifted teachers.

#### **Participants:**

All students

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

General education and gifted cluster teachers enrichment lesson plans will be reviewed by administration and classroom walk-throughs will be conducted on a regular basis.

#### **Person or Persons Responsible**

General education, gifted cluster teachers and the administrative team will Monitor for fidelity of implementation.

#### **Target Dates or Schedule**

Lesson plans will be checked bi weekly and walk throughs will be conducted daily

#### **Evidence of Completion**

Completed lesson plans will be used to monitor fidelity of implementation. Generated lists of students who are above level will participate in enrichment lessons, students projects and activities which will be used as evidence of completion.

## **Plan to Monitor Effectiveness of G2.B1.S1**

The Leadership Team, Enrichment Teacher and Classroom Teachers will monitor the effectiveness of the Gifted/Enrichment Program.

### **Person or Persons Responsible**

District Benchmark, Mini Benchmark, FAIR, Easy CBM and classroom assessment scores will be used to monitor effectiveness of the program.

### **Target Dates or Schedule**

District Benchmark and FAIR scores will be monitored after each administration and all other assessments will be reviewed and monitored regularly throughout the year.

### **Evidence of Completion**

Baseline data will be compared with the current academic level of performance on state, district and school assessments to determine effectiveness of the program. Generated lists of students who are above level will participate in enrichment lessons, students projects and activities which will be used as evidence of completion.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Sunset Park Elementary will follow the Florida Continuous Improvement Model (FCIM) is a research-based improvement model. Implementation includes the following components of the Plan-Do-Check-Act model.

Disaggregation of data

Timeline development

Instructional focus

Continuous and frequent assessment

Intervention strategies

Tutorials

Enrichment

Reteaching

Maintenance

Title II grant funds will be used for professional development opportunities for the staff, specifically selected staff will attend "Write from the Beginning and Beyond" training onsite.

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/ Curriculum Compliance Teacher (CCT) provides services as requested by parents, teachers, and the district. We will also utilize Title III monies to provide extended learning opportunities to targeted English Language Learners (ELL) students.

Title X- Homeless

Sunset Park Elementary's Homeless Liaison works closely with the district's Homeless Liaison personnel to ensure students who are or who become homeless receive all available services and support offered through the district.

Supplemental Academic Instruction (SAI) Sunset Park Elementary School students identified as performing below grade level may be selected to participate in grant funded tutorial services for reading instruction.

They will receive tutoring two times per week for six months using the Voyager Passport comprehensive intervention reading program.

Fifth Grade students will participate in the M.A.G.I.C. program in partnership with Orange County Sheriff's Department.

Orange County Public Schools Nutrition programs is supported through the district's goal of providing nutritious meals and snacks for students on a daily basis. The district follows Federal law and the U.S. Department of Agriculture policy as it relates to food distribution and service to all students.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Sunset Park Elementary School will increase parental involvement through community outreach and education activities throughout the school year. These activities will help parents to become better stakeholders in their children's education.

**G1.B1** Lack of academic support at home with homework and projects.

**G1.B1.S1** Open House, curriculum nights, and parent conferences are held through out the school year to inform and explain how to help their children be successful in core academic subject areas.

### PD Opportunity 1

Teachers will explain to parents what will be covered in core academic subjects such as Common Core State Standards, grade level expectations, state and district assessments, as well as class assignments and how to assist their child with homework.

#### Facilitator

Administrative Team and Instructional Staff

#### Participants

Parents

#### Target Dates or Schedule

Open House in September, School Advisory Council (SAC) Parent Leadership Council (PLC) monthly meetings, various parent nights, and parent conferences throughout the year.

#### Evidence of Completion

Teacher Open House Power Point presentations and packets as well as parent sign in sheets will show evidence of completion.

**G2.** To increase the percentage of students making learning gains in Math, Reading, Science and Writing through the use of deliberate practices, coaching and ongoing professional development within professional learning communities.

**G2.B1** Instructional staff lacks training on reflective practice. Differentiating instruction for all students to ensure those who are already performing at or above grade level are challenged.

**G2.B1.S1** Provide students who are performing above grade level the opportunity to participate in enrichment activities in a cluster gifted class or a general education classroom.

### **PD Opportunity 1**

General education and cluster gifted teachers and the administrative team.

#### **Facilitator**

General education teachers and cluster gifted teachers.

#### **Participants**

All students

#### **Target Dates or Schedule**

August - June

#### **Evidence of Completion**

Generated lists of students who are above level will participate in enrichment lessons, students projects and activities which will be used as evidence of completion.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Sunset Park Elementary School will increase parental involvement through community outreach and education activities throughout the school year. These activities will help parents to become better stakeholders in their children's education.	\$64
G2.	To increase the percentage of students making learning gains in Math, Reading, Science and Writing through the use of deliberate practices, coaching and ongoing professional development within professional learning communities.	\$64
Total		\$128

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
General Budget, Supplemental Academic Instruction (SAI), School Improvement and Parent Teacher Organization (PTO)	\$128	\$128
Total	\$128	\$128

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Sunset Park Elementary School will increase parental involvement through community outreach and education activities throughout the school year. These activities will help parents to become better stakeholders in their children's education.

**G1.B1** Lack of academic support at home with homework and projects.

**G1.B1.S1** Open House, curriculum nights, and parent conferences are held through out the school year to inform and explain how to help their children be successful in core academic subject areas.

**Action Step 1**

Teachers will explain to parents what will be covered in core academic subjects such as Common Core State Standards, grade level expectations, state and district assessments, as well as class assignments and how to assist their child with homework.

**Resource Type**

Evidence-Based Program

**Resource**

Success Maker, Myron Reader, Accelerated Reader, iReady, Moby Max, Voyager Intervention Tutoring:

**Funding Source**

General Budget, Supplemental Academic Instruction (SAI), School Improvement and Parent Teacher Organization (PTO)

**Amount Needed**

\$64

**G2.** To increase the percentage of students making learning gains in Math, Reading, Science and Writing through the use of deliberate practices, coaching and ongoing professional development within professional learning communities.

**G2.B1** Instructional staff lacks training on reflective practice. Differentiating instruction for all students to ensure those who are already performing at or above grade level are challenged.

**G2.B1.S1** Provide students who are performing above grade level the opportunity to participate in enrichment activities in a cluster gifted class or a general education classroom.

**Action Step 1**

General education and cluster gifted teachers and the administrative team.

**Resource Type**

Evidence-Based Program

**Resource**

Success Maker, Myron Reader, Accelerated Reader, iReady, Moby Max, Voyager Intervention,

**Funding Source**

General Budget, Supplemental Academic Instruction (SAI), School Improvement and Parent Teacher Organization (PTO)

**Amount Needed**

\$64