

Orange County Public Schools

Sunset Park Elementary



2021-22 Schoolwide Improvement Plan

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Sunset Park Elementary

12050 OVERSTREET RD, Windermere, FL 34786

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

Demographics

Principal: Stacey Price

Start Date for this Principal: 2/14/2019

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2020-21 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: B (61%) 2017-18: A (62%) 2016-17: A (67%)
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	

* 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	24%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Gangwisch, Jay	Principal	<ul style="list-style-type: none"> - Oversee all higher-level operations in a school - Create a safe learning environment and set performance goals both for students and teachers, and oversee the process so that those goals are attained
Turner, Debra	Assistant Principal	<ul style="list-style-type: none"> - Support and motivate teachers to provide students with a high standard level of education - Work with district administrators and the school principal and discuss and implement changes in policy and educational goals
Althouse, Megan	Curriculum Resource Teacher	Curriculum Resource Teacher (CRT) <ul style="list-style-type: none"> - Share instructional resources, implement effective teaching strategies and oversee school-wide testing
Reyes, Mabel	ELL Compliance Specialist	ESOL Compliance Specialist. Ms. Reyes ensures the compliance and staffing for the needs of our ELL students.
Keysor, Aundrea	Staffing Specialist	Staffing Specialist overseeing the special needs units
Nash-Brown, Timothy	Instructional Coach	Share instructional resources, implement effective teaching strategies, and guide teachers on instructional best practices supporting the staff.

Demographic Information

Principal start date

Thursday 2/14/2019, Stacey Price

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

1,014

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	121	117	142	153	149	138	0	0	0	0	0	0	0	820
Attendance below 90 percent	20	11	18	11	5	15	0	0	0	0	0	0	0	80
One or more suspensions	0	0	4	0	0	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	16	14	0	0	0	0	0	0	0	30
Course failure in Math	0	0	0	0	9	4	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	7	7	0	0	0	0	0	0	0	15

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - 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	
Number of students enrolled	149	164	154	158	152	182	0	0	0	0	0	0	0	959
Attendance below 90 percent	18	19	15	9	14	12	0	0	0	0	0	0	0	87
One or more suspensions	1	1	2	0	2	0	0	0	0	0	0	0	0	6
Course failure in ELA	2	0	1	1	1	5	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	4	8	5	0	0	0	0	0	0	0	19

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	149	164	154	158	152	182	0	0	0	0	0	0	0	959
Attendance below 90 percent	18	19	15	9	14	12	0	0	0	0	0	0	0	87
One or more suspensions	1	1	2	0	2	0	0	0	0	0	0	0	0	6
Course failure in ELA	2	0	1	1	1	5	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	4	8	5	0	0	0	0	0	0	0	19

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				74%	57%	57%	72%	56%	56%
ELA Learning Gains				61%	58%	58%	63%	55%	55%
ELA Lowest 25th Percentile				50%	52%	53%	56%	48%	48%
Math Achievement				68%	63%	63%	70%	63%	62%
Math Learning Gains				56%	61%	62%	61%	57%	59%
Math Lowest 25th Percentile				42%	48%	51%	47%	46%	47%
Science Achievement				73%	56%	53%	62%	55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	55%	18%	58%	15%
Cohort Comparison						
04	2021					
	2019	65%	57%	8%	58%	7%
Cohort Comparison		-73%				
05	2021					
	2019	65%	54%	11%	56%	9%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	62%	10%	62%	10%
Cohort Comparison						
04	2021					
	2019	73%	63%	10%	64%	9%
Cohort Comparison		-72%				
05	2021					
	2019	53%	57%	-4%	60%	-7%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	54%	12%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K-5: Standard based unit assessment from District

K-5: Using iReady

K-2: Star Literacy Assessment

K-Fikrs

5- Progress monitoring assessments for science

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	43	55
	Economically Disadvantaged	22	28	41
	Students With Disabilities	13	7	19
	English Language Learners	13	29	39
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	36	61
	Economically Disadvantaged	12	24	53
	Students With Disabilities	13	25	25
	English Language Learners	13	29	55
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	39	54
	Economically Disadvantaged	10	23	49
	Students With Disabilities	6	25	38
	English Language Learners	14	33	46
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	28	47
	Economically Disadvantaged	2	16	33
	Students With Disabilities	0	13	44
	English Language Learners	10	21	40

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	45	63
	Economically Disadvantaged	19	40	62
	Students With Disabilities	18	12	41
	English Language Learners	12	31	42
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	18	44
	Economically Disadvantaged	9	13	35
	Students With Disabilities	6	6	12
	English Language Learners	4	13	29
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	41	50
	Economically Disadvantaged	17	35	33
	Students With Disabilities	11	15	15
	English Language Learners	13	31	39
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	19	50
	Economically Disadvantaged	2	2	33
	Students With Disabilities	11	20	35
	English Language Learners	2	10	37

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	29	34
	Economically Disadvantaged	16	21	25
	Students With Disabilities	7	0	7
	English Language Learners	9	20	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	29	29
	Economically Disadvantaged	13	29	29
	Students With Disabilities	7	7	7
	English Language Learners	10	22	12
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	61	75
	Economically Disadvantaged	75	66	73
	Students With Disabilities	69	60	69
	English Language Learners	46	23	46

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	31	27		31	18		42				
ELL	61	60	44	61	64	44	63				
ASN	90			90							
BLK	88			81							
HSP	63	51	40	61	62	43	63				
MUL	64			86							
WHT	75	67		76	57	30	78				
FRL	67	52	27	59	53	25	65				
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	29	34	24	19	29	27	19				
ELL	61	55	48	59	55	48	58				

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
ASN	100	100		100	91						
BLK	85	62		80	75						
HSP	63	55	47	58	49	42	66				
MUL	90			80							
WHT	80	66	63	71	61	41	77				
FRL	64	68	70	63	57	45	62				
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	34	32	28	26	40	36	25				
ELL	59	66	63	62	62	50	44				
ASN	74	54		89	85						
BLK	65	67		59	43		55				
HSP	65	70	64	65	63	46	54				
WHT	80	58	39	75	61	52	71				
FRL	65	62	64	57	63	54	48				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
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	64
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	58

English Language Learners	
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	90
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	85
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	56
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	64
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We see an increase in proficiency across all grade levels. The reading achievement gap between white and hispanic subgroups is 16.8%, and the math achievement gap between white and hispanic groups of 11.1%. This marks a narrowing of the achievement gap between subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

When conducting an analysis of the 2021 FSA, proficiency is high, hovering around 70%, however learning gains are lower at 61% in Math and 59% in ELA. Most concerning is the learning gains for our lowest 25% which is at 30% for ELA and 39% for Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include the limitations of student movement due to covid, rendering it impossible to homogenously group students during intervention blocks, as well as 30% of the population attending school virtually last year. New actions are already in effect, with 100% of the population face to face, and a modified intervention schedule clustering the lowest 25% for targeted instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There was an increase of 3 points in Mathematics achievement, which is the highest increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

4th and 5th grade adopted the EngageNY curriculum last year, showing an increase in mathematics achievement. The school will be continuing with this curriculum as well as the addition of 15 minutes to the Math block per day.

What strategies will need to be implemented in order to accelerate learning?

Emphasis on SEL within our school culture and curriculum.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Emphasis on data analysis and implementing data-driven instruction and interventions

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Writing school wide is not a priority. The instructional coach is championing a writing curriculum called Core Connections to assist with writing achievement which will improve ELA achievement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning**Area of Focus Description and Rationale:**

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:

- Learning Gains for the lowest 25%
- Involvement of parent and family engagement related to strengthening a culture for social and emotional learning

Measurable Outcome:

Through the use of our school-based Professional Learning Community (PLC) process along with monitoring and support, individual teams will meet weekly with administration and instructional coaches to develop and plan for instruction using and analyzing data from both i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards (proficiency), as well as close the achievement gaps (learning gains) as identified by the formative and summative assessments. This will be accompanied by the point system included in the Ron Clark House system for supporting the student's social emotional needs.

Monitoring:

The administrative team will monitor the standards-based grading, iReady data, and formative and summative assessments.

Person responsible for monitoring outcome:

Debra Turner (debra.turner@ocps.net)

Evidence-based Strategy:

The administrative team will monitor the standards-based grading, iReady data, and formative and summative assessments.

Rationale for Evidence-based Strategy:

Using four data points to monitor for alignment will offer validity to our data and enable us to correctly set up intervention groups targeting specific student needs.

Action Steps to Implement

1. Monitoring of points for House System
2. Introduce Standards based grading
3. iReady data analysis training
4. Introduce common assessment collaborative planning and vetting process for the year
5. Monitor testing results and intervention planning
6. Correlate data points for validity of assessments and grading

Person Responsible

[no one identified]

#2. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus Description and Rationale:**

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:

- Learning Gains for the lowest 25%

- Involvement of parent and family engagement related to strengthening a culture for social and emotional learning

Sunset Park Elementary will monitor for desirable outcomes in the above categories through analysis of the following data:

Measurable Outcome:

Panorama survey data reflecting an increase of 2 points in the below areas

Student Survey - Sense of Belonging

Teachers and Staff - School Climate, Professional Learning About SEL

Family Members - Barriers to Engagement, School Climate

DESSA data for the successful implementation of a new Mental Health MTSS system

iReady increase of 10 points in lowest 25% learning gains

FSA increase of 10 points in lowest 25% learning gains

Sunset Park will monitor the measurable outcome through out the year using the below measurement tools

Monitoring:

Culture & Climate Continuum data

Classroom Walkthrough trend data

Evaluative instructional and leadership practice observational data

Qualitative data from students, staff, and families

Person responsible for monitoring outcome:

Jay Gangwisch (jay.gangwisch@ocps.net)

Evidence-based Strategy:

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Rationale for Evidence-based Strategy:

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to

be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Implement a school-wide SEL curriculum

Ensure a school team receives training on implementation of a school-wide SEL curriculum

Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum

Implement a school-wide SEL curriculum

Integrating Aligned Instructional and SEL Strategies

Identify student social and emotional learning needs to prepare for academic instruction

Determine cognitive and conative strategies that align with the standard

Interpret standards and student needs to intentionally integrate aligned instructional strategies

Deliberate School SEL Supports for Families

Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as:

Strengthening Communication

§ Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)

§ Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources

o Building Community

§ Establish a family resource center where families can access resources and information to support student and school success

§ Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)

§ Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning

o Creating Connections

§ Establish a family -friendly system with multiple ways to gather and respond to families' questions, suggestions and needs

§ Create flexible events and opportunities for families (e.g. different times throughout the day, face to face, virtual, pre-recorded sessions, multiple languages)

Monitor, Measure, and Modify

Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices

Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning.

Evaluate the impact of cycles of professional learning on improvement efforts

Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

Person Responsible Debra Turner (debra.turner@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

With a strong focus on Social Emotional Learning, our students and staff will continue to develop our Ron Clark House System. This system builds community and ensures our students are equipped with the tools to they need to succeed. Students will work towards common goals through character building and relationship skills. Academic and social challenges will help our students to develop grit and doing so in their house groups will allow for collaboration and self discipline. We will have at least one house rally per semester and one house lunch per quarter to give students time to socialize and grow within their house group. 100% of our students and staff will be assigned to a house ensuring we have full participation at Sunset Park Elementary. This is supported by staff, students and families as well as our PTO and other supportive organizations and clubs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional

learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Jay Gangwisch - Principal/ Administrative Overview
 Debra Turner - Assistant Principal/ Administrative Overview
 Deana Scribner - Guidance
 Kathleen Ruff - SEL Coordinator
 Patricia Carnovali - SEL Coordinator
 Tim Nash-Brown - SEL Coordinator
 Lisa Kelly - SEL Coordinator

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00