Orange County Public Schools

Sunset Park Elementary

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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
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<tbody>
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<td>3</td>
</tr>
<tr>
<td>School Information</td>
<td>4</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>6</td>
</tr>
<tr>
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<td>9</td>
</tr>
<tr>
<td>Title I Requirements</td>
<td>12</td>
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<tr>
<td>Budget to Support Goals</td>
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</table>
Sunset Park Elementary

12050 OVERSTREET RD, Windermere, FL 34786

https://sunsetparkes.ocps.net/

School Demographics

School Type and Grades Served
(per MSID File)  2018-19 Title I School  2018-19 Economically Disadvantaged (FRL) Rate
(Elementary School)  No  (As Reported on Survey 3)  34%

KG-5

Primary Service Type
Charter School  2018-19 Minority Rate
(per MSID File)  No  (Reported as Non-white on Survey 2)  59%

K-12 General Education

School Grades History

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>A*</td>
</tr>
</tbody>
</table>

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

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

Provide the school's vision statement
To be the top producer of successful students in the nation.

School Leadership Team

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bittick, Janet</td>
<td>Principal</td>
</tr>
<tr>
<td>Green, Lisa</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Krause, Robin</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Connell, Andrew</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Alday, Kerry</td>
<td>Other</td>
</tr>
</tbody>
</table>

Duties

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

These plans and support strategies will support teachers as they provide a strong learning environment for our scholars. The team will work in conjunction with the district to speaking with one voice and one purpose. Each person on the leadership team has committed to supporting the school-wide vision and goals. The school leadership team is composed of Administrators, teacher representatives from each grade level, Instructional Coaches, ESE and ESOL support staff, and our Guidance Counselor. Each of these members help to provide a cohesive vision and ensures the implementation of strongly aligned curriculum, intervention support, and well as adequate professional development to support our "Focus Areas" and the District Professional Learning Community (DPLC) goals.

The Principal and Assistant Principal communicate with parents and solicits input regarding school-based activities through "Parent Coffees", Parent Teacher Organization (PTO), and School Advisory Council (SAC) meetings.

General education teachers (K-5) provide information on the curriculum (Florida State Standards), collect student data, implement Tier I, Tier II, and Tier III instruction and interventions, and work with staff members collaboratively to analyze data and make adjustments to the curriculum as necessary. Our CRT and Instructional Coach provide guidance on the K-12 reading plan, assist with and support data collection and analysis, assist in the design and implementation of progress monitoring, participate in the design and delivery of professional development, and support the implementation of Tier II and Tier III intervention plans.

Our Staffing Specialist works to monitor the compliance of the scholars with Individualized Educational Plans and helps to monitor the needs of scholars through the MTSS process. This
Specialist works directly with families and staff to forge a relationship that identifies and supports the individualized needs of our ESE scholars. Teachers will plan collaboratively using the FSS and the OCPS Scope and Sequence to ensure alignment. The "backward design" for planning will be used to align the planning process with the use of formative data, differentiation of instruction, and monitoring for understanding. Student engagement strategies and structures will be incorporated into lessons to increase the level of cognitive engagement. Professional learning opportunities will be provided to support the understanding of the "backward design" model, deconstructing standards, aligning appropriate instructional/engagement strategies and activities to support appropriate DOK levels.

Our English Language Compliance Specialist works to identify and monitor the needs of our scholars that are second language learners. This process starts with the identifications of English Language (EL) learners and the monitoring of their progress in acquiring the English language. This Specialist works in conjunction with families to plan and support structures and strategies to support scholars as they work to acquire the English language. Additionally, the EL Compliance Specialist works with teachers, modeling the use of EL strategies in the classroom.

Our Guidance Counselor works with scholars to create a safe social and emotional environment helping to keep scholars’ focus on learning. Our Counselor works in classrooms, teaching and modeling for both scholars and staff members on how to use the Growth Mindset and the GRIT philosophies to keep scholars challenging themselves to learn at their highest possible levels. The Counselor works with both individual scholars and families to ensure a level of support in both the home and school.

All of these support members work both behind the scenes, with parents and community members, and in our classrooms to model, support, and monitor our school’s focus on academic achievement and closing the learning gaps for "EACH" scholar.

### Early Warning Systems

**Year 2017-18**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Attendance below 90 percent</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The number of students identified as retainees:
### Retained Students: Current Year

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained Students: Current Year</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained Students: Previous Year(s)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
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</tbody>
</table>

### Date this data was collected

Saturday 7/21/2018

### Year 2016-17 - As Reported

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance below 90 percent</td>
<td></td>
<td>14</td>
<td>10</td>
<td>7</td>
<td>14</td>
<td>9</td>
<td>17</td>
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<td>0</td>
<td>0</td>
<td>71</td>
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</tr>
<tr>
<td>One or more suspensions</td>
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<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Course failure in ELA or Math</td>
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<td>2</td>
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<td>0</td>
<td>3</td>
<td>2</td>
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<td>0</td>
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<td>11</td>
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<tr>
<td>Level 1 on statewide assessment</td>
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<td>0</td>
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<td>0</td>
<td>36</td>
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<td>0</td>
<td>0</td>
<td>113</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more indicators</td>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>6</td>
<td>11</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>26</td>
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</tbody>
</table>

### Year 2016-17 - Updated

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<th>Total</th>
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<tbody>
<tr>
<td>Attendance below 90 percent</td>
<td></td>
<td>14</td>
<td>10</td>
<td>7</td>
<td>14</td>
<td>9</td>
<td>17</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>One or more suspensions</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>3</td>
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<td>0</td>
<td>0</td>
<td>113</td>
<td></td>
</tr>
</tbody>
</table>

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

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<th>Indicator</th>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>26</td>
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</tbody>
</table>
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The areas in which Sunset Park has demonstrated continued struggles are our FSA bottom 25% in both ELA and Math (with an emphasis on Math) and the Science FCAT proficiency level. These two areas haven shown a trend of being our lowest performing areas over the last several years.

**Which data component showed the greatest decline from prior year?**

The largest decline as demonstrated by school wide data was seen in the FCAT Science proficiency rate (62%- drop of 6%) and the FSA bottom 25% Math (47%- drop of 6%).

**Which data component had the biggest gap when compared to the state average?**

Sunset Park scored above the state average in all areas, with the exception of our FSA lowest bottom 25% being even with the state average (47%).

**Which data component showed the most improvement? Is this a trend?**

In 2017, Sunset Park made considerable gains in all areas. In 2018, our scores on FSA and FCAT declined in small increments in all overall areas. The largest improvement seen in the 2018 FSA data was a 3% increase in the third grade Math proficiency scores. An area that we continue to see a strong showing is the amount of scholars scoring above the proficiency level (at levels 4 and 5) in the areas of FSA ELA and Math.

Describe the actions or changes that led to the improvement in this area

Sunset Park continues to focus on teaching at a strong level of Rigor. Teachers are cognizant of the Depth of Knowledge (DOK) levels aligned to the grade level standards. In the area of English Language Arts, the school has shifted to a strong focus on using strongly aligned text, to promote Close Reading strategies.

**School Data**

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

<table>
<thead>
<tr>
<th>School Grade Component</th>
<th>2018 School</th>
<th>2018 District</th>
<th>2018 State</th>
<th>2017 School</th>
<th>2017 District</th>
<th>2017 State</th>
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<tbody>
<tr>
<td>ELA Achievement</td>
<td>72%</td>
<td>56%</td>
<td>56%</td>
<td>75%</td>
<td>54%</td>
<td>55%</td>
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<tr>
<td>ELA Learning Gains</td>
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<td>55%</td>
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<tr>
<td>Math Learning Gains</td>
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<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td>Math Lowest 25th Percentile</td>
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<td>47%</td>
<td>53%</td>
<td>54%</td>
<td>51%</td>
</tr>
<tr>
<td>Science Achievement</td>
<td>62%</td>
<td>55%</td>
<td>55%</td>
<td>68%</td>
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## EWS Indicators as Input Earlier in the Survey

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<th>Indicator</th>
<th>Grade Level (prior year reported)</th>
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<td>Attendance below 90 percent</td>
<td>K 23 (14) 1 17 (10) 3 17 (7) 4 8 (14) 5 21 (9) 6 17 (17)</td>
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<td>One or more suspensions</td>
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<tr>
<td>Course failure in ELA or Math</td>
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<tr>
<td>Level 1 on statewide assessment</td>
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### Grade Level Data

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

### ELA

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### MATH

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### Subgroup Data
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### 2017 School Grade Components by Subgroups

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<thead>
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<tr>
<td>WHT</td>
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<td>61</td>
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</tbody>
</table>

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**
### Activity #1

**Title**
SPES staff will use standards-based instruction from the Florida Standards focusing on rigor, depth of complexity/text complexity, effective implementation of standards-based instruction, and using the collaborative planning process.

**Rationale**
OCPS aligns curriculum expectations to the Florida State Standards (FSS). The use of these standards, as well as the backwards design model, will ensure that teachers are planning for high quality instruction that focuses on a defined Depth of Knowledge (DOK) level and outcome for learning. Collaborative planning, as highlighted through the District Professional Learning (DPLC) process, is designed to ensure that all scholars in OCPS are engaged in rigorous learning activities that engage scholars in complex texts and critical thinking across all content areas. Current Sunset Park data demonstrates that there continues to be a need for ensuring the alignment and monitoring for both mastery of standards (proficiency levels) and continued growth (learning gains) in all content areas.

**Intended Outcome**
Through the use of the District Professional Learning (DPLC) and school-based Professional Learning Community (PLC) process, 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.

**Point Person**
Janet Bittick (janet.bittick@ocps.net)

**Action Step**
Teachers will plan collaboratively using the FSS and the OCPS Scope and Sequence to ensure alignment. The "backward design" model for planning will be used to align the planning process with the use of formative data, differentiation of instruction, and monitoring for understanding. Student engagement strategies and structures will be incorporated into lessons to increase the level of cognitive engagement. Professional learning opportunities will be provided to support the understanding of the "backward design" model, deconstructing standards, and aligning appropriate instructional and engagement strategies and activities to support appropriate DOK levels.

**Person Responsible**
Janet Bittick (janet.bittick@ocps.net)

**Plan to Monitor Effectiveness**
Weekly PLC meetings and work to support and monitor a collaborative planning process that ensures learning for all scholars, based on both standards and a differentiation of skills based on needs. Classroom walk-throughs, teacher observations, and coaching will be used to monitor and support alignment, differentiation, and monitoring for understanding. Data analysis using i-Ready and common unit assessments will be used to check for mastery and growth (with a highlighted emphasis on the bottom 25% scholars).

**Person Responsible**
Janet Bittick (janet.bittick@ocps.net)
## Activity #2

### Title
SPES staff will structure, implement, and monitor a Multi-Tiered System of Support (MTSS) that focuses on academic gaps and enrichment.

Sunset Park’s longitudinal data demonstrates a need for a deliberate and defined focus on the learning gains of scholars (ELA and Math). School staff needs to continue to monitor and develop strategies that will build upon baseline knowledge and help to close the achievement gaps in identified scholars as the majority of these identified scholars are of diverse cultural backgrounds and represent a large portion of the students found in our various subgroups.

### Rationale
The intended outcome of the focus on a clearly defined and implemented MTSS process will be the identification and targeted academic support for scholars not yet meeting grade level standards, thus demonstrating an increase in the overall learning gains for these scholars and eliminating gaps in our subgroups.

### Intended Outcome
Kerry Alday (kerry.alday@ocps.net)

### Action Step
Teachers and staff will use multiple assessment points to identify scholars that are not yet meeting expectations for current level standards. Teachers and staff will implement targeted instruction during ELA/Math small group instruction, and the daily intervention time, to support each scholar’s individual learning needs. Professional development will be offered to support teachers in the process of identification, common planning, rigorous instruction, and implementing strategies for support of these scholars. Additionally, professional development will be designed to support and increase culturally competent and culturally responsive teachers, staff, and administrators.

### Person Responsible
Kerry Alday (kerry.alday@ocps.net)

### Plan to Monitor Effectiveness
Sunset Park administrators will work side by side with the MTSS and Instructional Coaches on planning, implementation, and monitoring of the MTSS process. Scholars identified as needing Tier II and Tier III support will be monitored through the PLC plan and data analysis process and MTSS data meetings. Effectiveness of the process will be monitored through observation of team meetings, lesson plan reviews, classroom walkthroughs/observations, and team data analysis. A specific emphasis will be placed on monitoring the scholars identified as "bottom 25%" and representing the various subgroups per the 2018 Florida Standards Assessment.

### Person Responsible
Janet Bittick (janet.bittick@ocps.net)
Activity #3

Title
SPES staff will create a challenging learning environment in Science, Technology, Engineering, and Mathematics (STEM), which will provide experiences that engage and motivate students to think through problems at a level of critical analysis.

Rationale
STEM related jobs and careers are becoming more and more prevalent; therefore we must start students engaging in, and thinking through, STEM related problems and at an early age. Current SPE data demonstrates that we have room to grow when it comes to our overall proficiency levels in both Science and Mathematics (as of 2018 FSA data). Additionally, data demonstrates that we are not making the learning gains needed to show that we have a high level of instruction and support in the area of Mathematics.

Intended Outcome
Through a deliberate and intense focus on STEM curriculum and activities, scholars will become more engaged in the critical thinking process when presented with a challenge. Scholars will demonstrate "GRIT" and a "Growth Mindset" when tackling challenges in the areas of Science and Mathematics. This renewed engagement and excitement for learning at high levels of thinking will have a positive correlated effect on the Science and Math proficiency levels (FSA and PRMS) and increase the overall learning gains in the area of Mathematics.

Point Person
Janette Moore (janette.moore@ocps.net)

Action Step
The SPE staff will work to develop an overall plan for incorporating more STEM activities into the Science and Math curriculum. A STEM Resource Teacher will be hired to help develop an overall plan and support for teachers and school wide activities. Weekly and quarterly STEM activities will be infused into the SPE curriculum and culture. In addition to classroom STEM activities, third through fifth grade scholars will participate in a weekly STEM lab, while kindergarten through second grade scholars will participate in monthly STEM lab activities. Our teachers and Guidance Counselor will work collaboratively to develop a culture where "GRIT" and "Growth Mindset" are taught, modeled, and encouraged as scholars work through challenging problem solving activities.

Person Responsible
Andrew Connell (andrew.connell@ocps.net)

Plan to Monitor Effectiveness

Description
The STEM implementation plan will be monitored for implementation school-wide. Classroom plans and observations will be used to monitor the DOK level of activities. Data analysis of units, PRMS, and FCAT Science will be used in the planning process and analysis of effectiveness.

Person Responsible
Andrew Connell (andrew.connell@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.
Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The relationship between Sunset Park and our Parent Teacher Organization (PTO) is one that creates community and brings all stakeholders together. This partnership is highlighted by a high volume of volunteering and participation of families in events, such as Meet the Teacher, Open House, and our community events. Examples of our community events include Food Truck Night, Fall Harvest, Grandparents' Day, Star Wars Night, and Family Movie Nights. Our parent involvement target includes increasing communication with parents to help them learn about our school and getting involved in our many programs and activities. The school will provide targeted activities for parents that English is their second language to increase involvement in the PTO, Multi-Language Parent Leadership Council (PLC), and School Advisory Council (SAC). In addition, Sunset Park Elementary School will focus on making parents more aware of the Multi-Tiered System of Supports (MTSS) and the Exceptional Student Education (ESE) process by providing ideas and suggestions on how they can support their child’s academic growth in the home environment. Parent and community input is solicited through SAC, ADvancEd, surveys, and Parent Coffee with the Principal.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Sunset Park is fortunate to employ a School Counselor, Behavior Specialist (instructional), and a Program Specialist (classified) on staff. These staff members work with scholars that have been identified as having behavioral and/or social emotional needs. The individual scholar's needs are met through behavior plans and support, social skills lessons, and positive behavioral reinforcements. In addition to this level of behavior support, our Guidance Counselor, Instructional Coaches, and MTSS Coach help to mentor scholars that need additional classroom and academic support. Students with needs are monitored through the MTSS academic and behavior models. If needed, a referral process is in place via MTSS protocols. When additional assistance is needed, the school counselor provides support and information on counseling services available outside of school hours.

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

Children ready to enter Kindergarten are invited to attend our Kindergarten Round-Up with their parents in the spring. During this orientation, these future Kindergarten scholars attend a class session where they work side-by-side with current Kindergartners. This opportunity helps to introduce them to our school, our staff, and the setup of a Kindergarten classroom. The future scholars and their parents are also invited to join current scholars for our spring Family Literacy Night and any other spring family events. Prior to starting school, the new Kindergarten scholars are invited to come for a one-on-one assessment with one of our Kindergarten teachers. This allows an opportunity for the teachers to get to know these new students and their academic strengths and needs. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, modeling, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine learning gains, necessary changes to instruction, and intervention programs. Fifth grade scholars will prepare for their transition to middle school by having staff from both schools provide an orientation of the middle school program and review expectations. The scholars have an opportunity to visit our feeder middle school and learn how the middle school program works. Prior to the fifth grade transition, parents are provided with an
orientation at the school. Parents are also provided a transition to middle school and beyond information session at the elementary school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school-based MTSS leadership team will use the Florida Continuous Improvement Model (FCIM) with teachers in order to create a support system for scholars not achieving grade level standards and/or falling into the "Early Warning" criteria. Implementation of the FCIM includes the following components of the Plan-Do-Check-Act model. Title III Services are provided through the district for educational materials and English Language Learners (ELL) district support services to improve the education of immigrant and English Language Learners. The school-based Staffing Specialist and ESOL Compliance Specialist (ECS) provide services for identified scholars requiring additional support.

The leadership team works with teachers to ensure that all staff members are growing professionally and are increasing student achievement. Multiple measures/common assessments are performed at key points throughout the year and scholars' data will be analyzed to determine specific areas of strength and any identified needs. Scholars' assessments help to determine each scholar's overall level of need. Once a level of need has been established, grade levels will perform an analysis of data to determine key targeted skills or strands that need further attention. Data analysis helps to highlight strengths and needs of both the teachers and scholars. Weekly Professional Learning Community (PLC) meetings provide a forum for teachers, coaches, and administrators to discuss data trends and analysis, as well as develop intervention plans specific to the needs of each Tier II and Tier III scholar. Supplemental Academic Instruction (SAI) funds are used to support supplemental instructional opportunities for scholars in grades K-5 who are identified in our bottom 25% (scoring below the proficiency level) and/or new scholars that are currently receiving Tier II and Tier III interventions on the Reading MTSS system.

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

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

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