

Volusia County Schools

Sunrise Elementary School



2015-16 School Improvement Plan

Sunrise Elementary School

3155 PHONETIA DR, Deltona, FL 32738

<http://myvolusiaschools.org/school/sunrise/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	49%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Learning is a lifelong journey, dream it, believe it, achieve it!

Provide the school's vision statement

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Meet the Teacher, School-wide theme: Sunrise Active in Leadership (S.A.I.L.), Stephen Covey's The 7 Habits of Happy Kids, Teacher-Student conferences, & community circle are all components in establishing and maintaining positive relationships between teachers and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school-based Leadership Team promotes the implementation of our Life Long Guidelines for Success, which include Trustworthiness, Active Listening, Personal Best, Truthfulness and No Put Downs in all settings to build positive behaviors within the school community. Through teacher book study and the Curriculum in Action Committee's recommendation, The 7 Habits of Happy Kids will be implemented throughout our campus.

Students are expected to exemplify the seventeen Life Skills as correlated with the 7 Habits and will receive positive recognition on a weekly basis as a Sunrise Elementary Terrific Kid.

Through teacher discretion, students are selected to be recognized at a monthly Outstanding Student Sign assembly, where they receive a personalized letter to their families and a yard sign that will be displayed in their homes for one month.

Safety Patrol students promote a safe environment before, during and after school.

Heart Pals are teacher mentors that are partnered with identified at-risk students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The 7 Habits integrated with the Life Long Guidelines for Success and the Sunrise Life Skills are explicitly taught and reinforced in all settings throughout the year.

A school wide positive behavior incentive program tied to our S.A.I.L. theme has been developed. Students will receive sailboat tickets for demonstrating the 7 Habits (Be Proactive, Begin with the end in mind, Put first things first, Think Win-Win, Seek first to understand, then to be understood, Synergize, Sharpen the Saw). Classroom teachers will establish the incentives for reaching the class goal for sailboats earned.

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and minimal interruption to instruction.

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

The school offers the following non-violence and anti-drug programs:

- 1) Student Mentoring Program (Heart Pals)
- 2) Crisis Training Program
- 3) Suicide Prevention Program
- 4) Bullying Program

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to disaggregate the data to determine if individual students, classrooms, teachers, grade levels, or the school would benefit from targeted interventions. Student services, personnel, (i.e., school psychologist, school counselors, school social workers) provide direct and indirect evidenced based supports to students through the screening measure.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

- *Increase SAC membership through invitation
- *Increase parent/teacher conferences

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Sunrise Elementary actively seeks business & community partnerships throughout the school year by personal contacts with local businesses. An office specialist and parent involvement liaison continue to reach out to our community. For example: Chick Fil-A, Subway & Domino's donations support student academic assemblies. In addition, WESH 2 meteorologist annual visit to 5th grade classes supports science instruction.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Kania, Kristina	Assistant Principal
Taylor, Maureen	Instructional Coach
Hernandez, Linnette	Instructional Coach
Asmussen, Kim	Teacher, K-12
Quigley, Kim	Teacher, K-12
Bishop, James	Principal
Townsend, Jessica	Teacher, ESE
Delp, Kathi	Teacher, K-12

Duties

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

The school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions. .

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/Rtl model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PST/Rtl. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PST/Rtl. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/Rtl website (under Psychological Services) in order to address the purpose of PST/Rtl in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PST/Rtl at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/Rtl.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/Rtl practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Curriculum Leadership Team acquire knowledge through district trainings, process the knowledge to plan for dissemination.

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Sunrise Elementary

- Academic Coach for the purpose of comprehensive staff development
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers.

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant

Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- * Staff Development on Trauma Induced Behaviors

Nutrition Programs

Sunrise Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
James Bishop	Principal
Carrie Fiorica	Education Support Employee
Linnette Hernandez	Teacher
MaryJo Crews	Parent
Phil Ploeser	Parent
Angel Rodriguez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero during our meeting at Ormond Middle School in June 2015. Our school leadership team then shared results with the faculty, as well as the School Advisory Council to receive input.

Development of this school improvement plan

Members of the School Leadership Team met at the Florida School Improvement Conference to continue the analysis of our school's progress and begin the development of the 2015-2016 SIP. Sunrise SAC reviews and assists with monitoring school-wide data and provides input to the School Improvement Plan on a monthly basis. Weekly PLC meetings with individual groups provide monitoring of student achievement, which results in data driven differentiated groups. Due to our PLC process, the Sunrise School Improvement Plan is a living document.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects aligned to school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Asmussen, Kim	Teacher, K-12
Quigley, Kim	Teacher, ESE
Bishop, James	Principal
Kania, Kristina	Assistant Principal
Hernandez, Linnette	Instructional Coach
Townsend, Jessica	Teacher, K-12
Delp, Kathi	Teacher, ESE
Taylor, Maureen	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The school's Leadership Team meets monthly to analyze school-wide data in all areas of literacy. The weekly PLC meetings, which have literacy team representatives, focus on student progress monitoring and effective delivery of core instruction and interventions (Walk-To).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning, Professional Learning Communities and academic coaching help build positive, collaborative working relationships between teachers. Common planning allows teachers to participate in weekly PLC meetings. Through the PLC structure teachers are encouraged and supported to work together on common goals and engage in reflective dialogue.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing differentiated instruction to meet student needs and encourage the collaborative process. Administrative walk-throughs and coaching visits provide data to identify areas in which additional follow-up coaching is needed.

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

- 1) New Teacher Programs: District E3, Individualized PD, mentors, peer classroom visits
- 2) Leadership Opportunities
- 3) Professional Development
- 4) PLC Participation
- 5) Participation in District Job Fair & Recruitment Activities
- 6) Teacher recognition programs

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based teacher leaders within each PLC provide mentoring as needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Volusia County Curriculum Team leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative & summative assessments to monitor student achievement. Professional Learning Communities and coaching help ensure that instruction is aligned to the Florida Standards, well-paced, engaging and rigorous.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Common planning allows teachers to participate in weekly PLCs to regularly review formative & summative assessment data and continuously adjust our instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during intervention. Teachers, alongside the academic coach create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's early warning system (EWS) team and problem solving team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,800

Targeted students receive tutoring twice per week for 60 minute sessions.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Quigley, Kim, kaquigle@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: Summer Program

Minutes added to school year: 5,760

Targeted students receive 16 days of instruction in the CSI program or Reading Camp.

Strategy Rationale

Reading Camp and CSI instruction can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bishop, James, jbishop@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data including district and classroom assessments.

Strategy: After School Program

Minutes added to school year: 0

The Curriculum in Action (CIA) team meets once per month for 1 hour for the purpose of teacher collaboration and planning for implementation of school-wide initiatives.

Strategy Rationale

The CIA monitors the implementation of initiatives.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Asmussen, Kim, kaasmuss@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data including district and classroom assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of

programs and shared expectations for children's learning and development as the children transition to elementary school.

- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers will implement engaging, differentiated instruction that is effectively aligned to the Florida Standards and Next Generation Sunshine State Standards as appropriate, then there will be an increase in student achievement.

Strategic Goals Detail

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

G1. If all teachers will implement engaging, differentiated instruction that is effectively aligned to the Florida Standards and Next Generation Sunshine State Standards as appropriate, then there will be an increase in student achievement. **1a**

G069629

Targets Supported **1b**

Indicator	Annual Target
Math Achievement District Assessment	65.0
FCAT 2.0 Science Proficiency	55.0
ELA Achievement District Assessment	50.0

Resources Available to Support the Goal **2**

- Literary and Informational text
- Number Talks
- SIPPS
- Ready Writing 2-5
- Curriculum Leadership Team
- Professional Learning Communities
- Waterford in Grades K-2
- SuccessMaker in Grades 3-5
- Acaletics in Grade 3; Math Intervention Block Grades 2,4,5
- Academic coaches/Academic intervention
- Curriculum in Action Committee
- STAR Tutoring
- The 7 Habits of Happy Kids
- Kagan structures
- District liaison
- Thinking Maps
- Reading A-Z/RAZ kids
- Lakeshore Materials/AIMS/CPalms
- Technology/iPads
- Making Connections/Read Naturally
- Special Area teachers as intervention providers
- School-wide theme: S.A.I.L. (Sunrise Active in Leadership)

Targeted Barriers to Achieving the Goal **3**

- Teachers struggle with executing an appropriate Universal Design for Learning (UDL) infrastructure to support effective differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Formative and summative assessments in all grade levels; Waterford reports in grades K-2, Success Maker reports in grades 3-5.

Person Responsible

James Bishop

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC minutes, Academic Coach's schedule, Administrative Walk-Through, and Evidence to Support Progress of Deliberate Practice Plan.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers will implement engaging, differentiated instruction that is effectively aligned to the Florida Standards and Next Generation Sunshine State Standards as appropriate, then there will be an increase in student achievement. **1**

 G069629

G1.B1 Teachers struggle with executing an appropriate Universal Design for Learning (UDL) infrastructure to support effective differentiated instruction. **2**

 B181115

G1.B1.S1 Use of PD/PLC time to review appropriate resources (including use of technology) for differentiated instruction (curriculum maps). **4**

 S192520

Strategy Rationale

Providing this targeted professional development and collaboration time will enable teachers to gain the resources and knowledge to effectively deliver differentiated instruction for all students.

Action Step 1 **5**

Create an information gathering system that will be used for data discussion to guide differentiated instruction.

Person Responsible

Linnette Hernandez

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Agendas and minutes, sign-in sheets, data, decision trees

Action Step 2 5

Use of PD/PLC time to review appropriate resources (including use of technology) and data for differentiated instruction (curriculum maps).

Person Responsible

Maureen Taylor

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Agendas and minutes, sign-in sheets, data, decision trees

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

Professional development facilitator will monitor attendance and exit slips, and create plan for follow up coaching.

Person Responsible

James Bishop

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Sign in sheets, exit slips and coaching schedule

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

Monitor implementation of instructional strategies taught during professional development

Person Responsible

James Bishop

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Classroom observation data, summative assessments in all subject areas, FAIR FS data

G1.B1.S2 Provide follow-up coaching for engagement strategies and differentiated instruction. 4

S192521

Strategy Rationale

Follow-up coaching will support the teachers with implementation.

Action Step 1 5

Follow a coaching cycle with fidelity to result in an increased level of engagement through the use of differentiated instruction and targeted level of support.

Person Responsible

Linnette Hernandez

Schedule

Monthly, from 8/31/2015 to 6/7/2016

Evidence of Completion

Outlook calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor follow-up coaching

Person Responsible

James Bishop

Schedule

Every 6 Weeks, from 8/24/2015 to 6/7/2016

Evidence of Completion

Outlook calendar, agendas, coaching cycle documentation

G1.B1.S3 Use available faculty and flexible scheduling to provide intervention. 4

 S192522

Strategy Rationale

Additional providers during invention blocks will allow for smaller targeted instructional groups.

Action Step 1 5

Use available faculty and flexible scheduling to provide intervention.

Person Responsible

James Bishop

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC minutes, Master Schedule, Support Teachers' Schedules

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Special Area, ESE Support Facilitation, ESOL and Intervention teachers will provide differentiated instruction.

Person Responsible

James Bishop

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

PLC minutes, Sign-in sheets, Outlook Calendar, Administrative Walk-Throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitor implementation of intervention.

Person Responsible

James Bishop

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

District assessments, Classroom observation data, Coach's Outlook Calendar, PLC minutes

G1.B1.S4 Seven parent involvement activities centered around leadership. 4

 S192523

Strategy Rationale

Involving parents in the Seven Habits leadership activities will enable them to understand the habits and the connections provided in the classrooms to help support our goals at home.

Action Step 1 5

Plan and deliver parent engagement activities centered on leadership habits to positively affect student achievement.

Person Responsible

Kim Asmussen

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Agenda and detailed minutes if applicable, sign-in sheets, presentation slides, flyers, Connect-Ed

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Create an information gathering system that will be used for data discussion to guide differentiated instruction.

Person Responsible

Kristina Kania

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Follow-up emails from review of agenda and minutes.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Use of PD/PLC time to review appropriate resources (including use of technology) and data for differentiated instruction (curriculum maps).

Person Responsible

James Bishop

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Follow-up emails from review of agenda and minutes.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Follow a coaching cycle with fidelity to result in an increased level of engagement through the use of differentiated instruction and targeted level of support.

Person Responsible

James Bishop

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Follow-up emails and meetings from review of academic coach's outlook calendars.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Use of available faculty and flexible scheduling to provide intervention with fidelity as identified on the Flexible Grouping Tool.

Person Responsible

Kristina Kania

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Follow-up emails from review of PLC agendas and minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Plan and deliver parent engagement activities centered on leadership habits to positively affect student achievement.

Person Responsible

James Bishop

Schedule

Quarterly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Follow-up emails from review of agendas and minutes if applicable, sign-in sheets, presentation slides, flyers, Connect-Ed

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Seven parent involvement activities centered around leadership

Person Responsible

Linnette Hernandez

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Sign-in sheets, agendas, surveys, family notebooks

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Create an information gathering system that will be used for data discussion to guide differentiated instruction.	Hernandez, Linnette	8/24/2015	Agendas and minutes, sign-in sheets, data, decision trees	6/7/2016 monthly
G1.B1.S2.A1	Follow a coaching cycle with fidelity to result in an increased level of engagement through the use of differentiated instruction and targeted level of support.	Hernandez, Linnette	8/31/2015	Outlook calendar	6/7/2016 monthly
G1.B1.S3.A1	Use available faculty and flexible scheduling to provide intervention.	Bishop, James	8/24/2015	PLC minutes, Master Schedule, Support Teachers' Schedules	6/7/2016 weekly
G1.B1.S4.A1	Plan and deliver parent engagement activities centered on leadership habits to positively affect student achievement.	Asmussen, Kim	8/24/2015	Agenda and detailed minutes if applicable, sign-in sheets, presentation slides, flyers, Connect-Ed	6/7/2016 quarterly
G1.B1.S1.A2	Use of PD/PLC time to review appropriate resources (including use of technology) and data for differentiated instruction (curriculum maps).	Taylor, Maureen	8/24/2015	Agendas and minutes, sign-in sheets, data, decision trees	6/7/2016 weekly
G1.MA1	Formative and summative assessments in all grade levels; Waterford reports in grades K-2, Success Maker reports in grades 3-5.	Bishop, James	8/24/2015	PLC minutes, Academic Coach's schedule, Administrative Walk-Through, and Evidence to Support Progress of Deliberate Practice Plan.	6/7/2016 weekly
G1.B1.S1.MA1	Monitor implementation of instructional strategies taught during professional development	Bishop, James	8/24/2015	Classroom observation data, summative assessments in all subject areas, FAIR FS data	6/7/2016 monthly
G1.B1.S1.MA1	Professional development facilitator will monitor attendance and exit slips, and create plan for follow up coaching.	Bishop, James	8/24/2015	Sign in sheets, exit slips and coaching schedule	6/7/2016 monthly
G1.B1.S2.MA1	Monitor follow-up coaching	Bishop, James	8/24/2015	Outlook calendar, agendas, coaching cycle documentation	6/7/2016 every-6-weeks
G1.B1.S3.MA1	Monitor implementation of intervention.	Bishop, James	8/24/2015	District assessments, Classroom observation data, Coach's Outlook Calendar, PLC minutes	6/7/2016 weekly
G1.B1.S3.MA1	Special Area, ESE Support Facilitation, ESOL and Intervention teachers will provide differentiated instruction.	Bishop, James	8/24/2015	PLC minutes, Sign-in sheets, Outlook Calendar, Administrative Walk-Throughs	6/7/2016 weekly
G1.B1.S4.MA1	Seven parent involvement activities centered around leadership	Hernandez, Linnette	8/24/2015	Sign-in sheets, agendas, surveys, family notebooks	6/7/2016 monthly
G1.B1.S4.MA1	Create an information gathering system that will be used for data discussion to guide differentiated instruction.	Kania, Kristina	8/24/2015	Follow-up emails from review of agenda and minutes.	6/7/2016 monthly
G1.B1.S4.MA2	Use of PD/PLC time to review appropriate resources (including use of technology) and data for differentiated instruction (curriculum maps).	Bishop, James	8/24/2015	Follow-up emails from review of agenda and minutes.	6/7/2016 monthly
G1.B1.S4.MA3	Follow a coaching cycle with fidelity to result in an increased level of engagement through the use of differentiated instruction and targeted level of support.	Bishop, James	8/24/2015	Follow-up emails and meetings from review of academic coach's outlook calendars.	6/7/2016 monthly
G1.B1.S4.MA4	Use of available faculty and flexible scheduling to provide intervention with fidelity as identified on the Flexible Grouping Tool.	Kania, Kristina	8/24/2015	Follow-up emails from review of PLC agendas and minutes	6/7/2016 monthly
G1.B1.S4.MA5	Plan and deliver parent engagement activities centered on leadership habits to positively affect student achievement.	Bishop, James	8/24/2015	Follow-up emails from review of agendas and minutes if applicable, sign-in sheets, presentation slides, flyers, Connect-Ed	6/7/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all teachers will implement engaging, differentiated instruction that is effectively aligned to the Florida Standards and Next Generation Sunshine State Standards as appropriate, then there will be an increase in student achievement.

G1.B1 Teachers struggle with executing an appropriate Universal Design for Learning (UDL) infrastructure to support effective differentiated instruction.

G1.B1.S1 Use of PD/PLC time to review appropriate resources (including use of technology) for differentiated instruction (curriculum maps).

PD Opportunity 1

Use of PD/PLC time to review appropriate resources (including use of technology) and data for differentiated instruction (curriculum maps).

Facilitator

Linnette Hernandez, Maureen Taylor, Eric Holland, Melanie Kestory, Cassandra Stewart, District Curriculum Specialists, Kristina Kania, James Bishop

Participants

Sunrise Faculty

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Create an information gathering system that will be used for data discussion to guide differentiated instruction.				\$0.00
2	G1.B1.S1.A2	Use of PD/PLC time to review appropriate resources (including use of technology) and data for differentiated instruction (curriculum maps).				\$602.01
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336	500-Materials and Supplies	6841 - Sunrise Elementary School	School Improvement Funds		\$602.01
<i>Notes: 1. Number Talks teacher resource books 2. Math manipulatives for K-2</i>						
3	G1.B1.S2.A1	Follow a coaching cycle with fidelity to result in an increased level of engagement through the use of differentiated instruction and targeted level of support.				\$0.00
4	G1.B1.S3.A1	Use available faculty and flexible scheduling to provide intervention.				\$0.00
5	G1.B1.S4.A1	Plan and deliver parent engagement activities centered on leadership habits to positively affect student achievement.				\$398.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	120-Classroom Teachers	6841 - Sunrise Elementary School	School Improvement Funds		\$398.00
<i>Notes: 1 full day training on January 19, 2016 of The Leader in Me Symposium in Orlando for 2 teachers @ \$199 per person.</i>						
					Total:	\$1,000.01