

Volusia County Schools

Sunrise Elementary School



2016-17 Schoolwide Improvement Plan

Sunrise Elementary School

3155 PHONETIA DR, Deltona, FL 32738

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	D	C

**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 is pending approval by the Volusia County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sunrise Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

2. School Environment

a. 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.

b. 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 The 7 Habits of Happy Kids in all settings to build positive behaviors within the school community. Through Leader in Me Professional Development sessions, leadership will be implemented throughout our campus.

Students are expected to exemplify 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 Sailing Student Sign celebratory 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.

In response to the VCS#HELLO initiative, the Sunrise Hello Team is comprised of twelve 5th graders whose mission is to help welcome our students to school, holding signs and verbally greeting our arriving students and adults.

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

c. 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, which are: 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 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.

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.

d. 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
- 5) Leader in Me

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.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306506>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

During our monthly Friday Outstanding Sailing Student celebrations, community leaders are invited as guest speakers, highlighting their personal leadership skills and providing advice to our student population.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Kania, Kristina	Assistant Principal
Hernandez, Linnette	Instructional Coach
Asmussen, Kim	Teacher, K-12
Quigley, Kim	Teacher, K-12
Delp, Kathi	Teacher, K-12
Saccone, Julianne	Teacher, K-12
Sorokon, Karen	Teacher, K-12

b. Duties

1. 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. .

2. 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 Trama 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Josh Wycuff	Principal
Carrie Fiorica	Education Support Employee
Linnette Hernandez	Education Support Employee
MaryJo Crews	Parent
Phil Ploeser	Parent
Angel Rodriguez	Business/Community
Lauren Torres	Parent
Jeremy Moore	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our initial School Leadership Team met to engage in Step Zero during our 2-day meeting at Heritage Middle

School in June 2016. Our School Leadership Team then shared results with the faculty, as well as the School Advisory Council to receive input.

b. Development of this school improvement plan

Members of the School Leadership Team that attended the Heritage Middle School meetings, met with Sunrise grade level team leaders to continue the analysis of our school's progress and begin the development of the 2016-2017 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 weekly PLC process, frequent Annual Title I informational sessions, and monthly SAC parent input, the Sunrise School Improvement Plan is a living document.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Asmussen, Kim	Teacher, ESE
Quigley, Kim	Teacher, ESE
Kania, Kristina	Assistant Principal
Hernandez, Linnette	Instructional Coach
Delp, Kathi	Teacher, ESE
Buchanan, Lisa	Teacher, K-12
Saccone, Julianne	Teacher, K-12
Sorokon, Karen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The School Leadership Team meets bi-weekly 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).

D. Public and Collaborative Teaching

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

1. 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 an academic coach 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.

2. 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
- 7) Academic Coaching Support

3. 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.

SEED Cohort 1 academic coach receiving training from the New Teacher Center will have a caseload of 15 teachers at a time. Level A Coaching Support will consist of one-one-coaching for an entire school year with a total of 40 hours of direct and personalized PL with teachers in years 1-3 years, new to their content, or whose students are identified as at-risk based on data. Level B Coaching Support will include one-on-one coaching for an entire semester with a total of 20 hours of direct and personalized PL with teachers who are new to their grade level, new to Sunrise, or teachers who are interested in improving their are of practice. PLC Coaching Support for an entire year will include teams of teachers in the same grade level or content.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, modules, and resources for all grade levels and content areas aligned to the Florida Standards and educational shifts. 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.

Early Release Professional Learning sessions have been designated for ensuring support from school-wide and district expertise.

b. Instructional Strategies

1. 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. During weekly PLCs, assessment data is used to identify groups of students to receive targeted instruction during intervention. Teachers, alongside the academic coach create targeted instruction lessons based on the instructional shifts. 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.

2. 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 School Leadership Team meets bi-weekly for 1 hour for the purpose of teacher collaboration and planning for implementation of school-wide initiatives.

Strategy Rationale

The SLT 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Sunrise Elementary implements, monitors, and supports standards-aligned instruction based on the instructional shifts, 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Sunrise Elementary implements, monitors, and supports standards-aligned instruction based on the instructional shifts, then there will be an increase in student achievement. 1a

 G083514

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
Math Lowest 25% Gains	30.0
Science Achievement District Assessment	50.0
ELA/Reading Lowest 25% Gains	30.0
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- When we increase knowledge, we will collectively establish high expectations and find the time to make it happen.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literary and Informational text
- Number Talks
- SIPPS
- Ready Writing 2-5
- 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 coach/Academic intervention
- School Leadership Team
- 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)
- Making Meaning in Grades 3-5

- ABC Foundations in Kindergarten
- K-2 Writing Initiative using Lucy Calkins Units of Study

Plan to Monitor Progress Toward G1. 8

SIP progress monitoring meeting

Person Responsible

Kristina Kania

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

SIP progress monitoring meeting minutes and sign-in sheets

Plan to Monitor Progress Toward G1. 8

SIP mid-year review

Person Responsible

Kristina Kania

Schedule

On 5/26/2017

Evidence of Completion

Mid-year review in CIMS

Plan to Monitor Progress Toward G1. 8

State assessment results

Person Responsible

Joshua Wycuff

Schedule

On 8/14/2017

Evidence of Completion

Step Zero for 2017-2018 SIP

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Sunrise Elementary implements, monitors, and supports standards-aligned instruction based on the instructional shifts, then there will be an increase in student achievement. 1

G083514

G1.B1 When we increase knowledge, we will collectively establish high expectations and find the time to make it happen. 2

B221462

G1.B1.S1 Develop the knowledge and skills to improve the implementation of the instructional shifts. 4

S233770

Strategy Rationale

Ensure stakeholders are knowledgeable of instructional shifts.

Action Step 1 5

Create a Needs Assessment Survey to develop a professional learning plan.

Person Responsible

Joshua Wycuff

Schedule

On 9/6/2016

Evidence of Completion

Completed Needs Assessment Survey during pre-planning & developed Professional Learning Plan

Action Step 2 5

Provide professional learning in ELA focused on the instructional shifts.

Person Responsible

Kristina Kania

Schedule

Monthly, from 8/24/2016 to 5/26/2017

Evidence of Completion

Faculty meeting sign-in sheet and minutes

Action Step 3 5

Provide professional learning in Math focused on the instructional shifts.

Person Responsible

Kristina Kania

Schedule

Quarterly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Faculty meeting sign-in sheet and minutes

Action Step 4 5

Provide opportunities for peer observations.

Person Responsible

Linnette Hernandez

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Outlook calendar, observed data tool results

Action Step 5 5

Utilize district expertise to support implementation.

Person Responsible

Linnette Hernandez

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, Outlook Calendar, agenda, minutes, student work samples

Action Step 6 5

Improve effectiveness of PLC through an emphasis on the four essential questions: What do we expect students to do? How will we know when they learn it? How will we respond when they don't learn it? How will we respond when they already know it?

Person Responsible

Joshua Wycuff

Schedule

Weekly, from 8/25/2016 to 5/25/2017

Evidence of Completion

PLC agenda, PLC minutes, data collection results

Action Step 7 5

Provide professional learning on integration of technology to support the instructional shifts in ELA & Math.

Person Responsible

Joshua Wycuff

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agendas, minutes, data, exit slips

Action Step 8 5

Implement the knowledge and skills learned during each professional learning session.

Person Responsible

Joshua Wycuff

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, student work samples, data collection results

Action Step 9 5

Monitor and provide feedback and coaching as needed for each professional learning.

Person Responsible

Linnette Hernandez

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data collection results

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

Track Needs Assessment Survey report to determine survey completion

Person Responsible

Kristina Kania

Schedule

On 6/6/2017

Evidence of Completion

Survey Report Results

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

Coach provides follow up support to ensure implementation of instructional shifts.

Person Responsible

Linnette Hernandez

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Coaching cycles, Outlook Calendar, Notes

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

SLT will develop a professional learning plan for the entire instructional year.

Person Responsible

Joshua Wycuff

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Completed Needs Assessment Survey & PLP.

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

SLT will communicate and organize status of learning opportunities with facilitators.

Person Responsible

Joshua Wycuff

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Outlook Calendar, SLT minutes

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

Implement the knowledge and skills learned during each professional learning session.

Person Responsible

Joshua Wycuff

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, Student Work Samples, Collected Data

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

Monitor and provide feedback and coaching as needed for each professional learning.

Person Responsible

Linnette Hernandez

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom observation data, summative assessments in all subject areas, VXTs data, and common formative data

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

SLT will monitor PLC minutes.

Person Responsible

Linnette Hernandez

Schedule

Biweekly, from 8/25/2016 to 5/25/2017

Evidence of Completion

PLC agendas & minutes

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

SLT will conduct data walks

Person Responsible

Joshua Wycuff

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data Walk Collection Tools and Data Grids

G1.B1.S2 Provide opportunities for parents and families to engage in supporting student engagement.

4

 S233771

Strategy Rationale

Engage families with the instructional shifts.

Action Step 1 5

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

Person Responsible

Linnette Hernandez

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Agenda and detailed minutes (if applicable), sign-in sheets, presentation slides, flyers, family notebook, surveys

Action Step 2 5

Schedule parent-student-teacher conferences.

Person Responsible

Kristina Kania

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Completed conference forms reviewed by Mr. Wycuff, monthly SLT minutes, sign-in sheets, goal-setting data notebooks

Action Step 3 5

Provide educational resources via Family Resource Room.

Person Responsible

Joshua Wycuff

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Educational resources sign-out sheet, sign-in sheet

Action Step 4 5

Create bilingual literature

Person Responsible

Joshua Wycuff

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Faculty guidelines, bilingual literature examples of what was sent home, log

Action Step 5 5

Schedule student-centered SAC activities

Person Responsible

Linnette Hernandez

Schedule

Monthly, from 9/6/2016 to 5/2/2017

Evidence of Completion

Sign-in sheets, SAC agenda and minutes, SLT minutes

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

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

Person Responsible

Linnette Hernandez

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, surveys, and SLT minutes

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

Schedule parent-student-teacher conference evenings.

Person Responsible

Joshua Wycuff

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Completed conference forms reviewed by Mr. Wycuff, monthly SLT minutes, sign-in sheets and data notebooks

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

Provide educational resources via Parent Resource Room.

Person Responsible

Kristina Kania

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Sign-in sheet, Materials Check-Out List

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

Create bilingual literature

Person Responsible

Joshua Wycuff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Faculty guidelines, bilingual literature examples of what was sent home, log

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

Schedule student-centered SAC meetings

Person Responsible

Linnette Hernandez

Schedule

Monthly, from 9/6/2016 to 5/2/2017

Evidence of Completion

SLT minutes, SAC agenda and minutes, sign-in sheet

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Discuss the effectiveness of planning and delivering parent engagement activities to positively affect student achievement.

Person Responsible

Linnette Hernandez

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

SLT minutes, observational notes, VXT Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Discuss the effectiveness of parent-student-teacher conference evenings.

Person Responsible

Kristina Kania

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

SLT minutes, observational notes, VXT Data, goal-setting data notebooks

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Discuss the effectiveness of providing educational resources via Parent Resource Room.

Person Responsible

Kristina Kania

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

SLT minutes, Sign-In sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Discuss the effectiveness of providing literature in Spanish

Person Responsible

Kristina Kania

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Observational notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Discuss the effectiveness of scheduling monthly student-centered SAC meetings

Person Responsible

Linnette Hernandez





















Schedule

Monthly, from 9/6/2016 to 5/2/2017
















Evidence of Completion

SAC minutes, Sign-In sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A299878	Create a Needs Assessment Survey to develop a professional learning plan.	Wycuff, Joshua	8/30/2016	Completed Needs Assessment Survey during pre-planning & developed Professional Learning Plan	9/6/2016 one-time
G1.B1.S2.MA10  M304338	Discuss the effectiveness of scheduling monthly student-centered SAC meetings	Hernandez, Linnette	9/6/2016	SAC minutes, Sign-In sheets	5/2/2017 monthly
G1.B1.S2.MA5  M304343	Schedule student-centered SAC meetings	Hernandez, Linnette	9/6/2016	SLT minutes, SAC agenda and minutes, sign-in sheet	5/2/2017 monthly
G1.B1.S2.A5  A299891	Schedule student-centered SAC activities	Hernandez, Linnette	9/6/2016	Sign-in sheets, SAC agenda and minutes, SLT minutes	5/2/2017 monthly
G1.B1.S1.MA7  M304327	SLT will monitor PLC minutes.	Hernandez, Linnette	8/25/2016	PLC agendas & minutes	5/25/2017 biweekly
G1.B1.S1.A6  A299883	Improve effectiveness of PLC through an emphasis on the four essential questions: What do we expect...	Wycuff, Joshua	8/25/2016	PLC agenda, PLC minutes, data collection results	5/25/2017 weekly
G1.MA1  M304344	SIP progress monitoring meeting	Kania, Kristina	8/15/2016	SIP progress monitoring meeting minutes and sign-in sheets	5/26/2017 quarterly
G1.MA2  M304345	SIP mid-year review	Kania, Kristina	8/15/2016	Mid-year review in CIMS	5/26/2017 one-time
G1.B1.S1.MA1  M304326	Monitor and provide feedback and coaching as needed for each professional learning.	Hernandez, Linnette	8/15/2016	Classroom observation data, summative assessments in all subject areas, VXTs data, and common formative data	5/26/2017 daily
G1.B1.S1.MA8  M304328	SLT will conduct data walks	Wycuff, Joshua	8/15/2016	Data Walk Collection Tools and Data Grids	5/26/2017 quarterly
G1.B1.S1.MA3  M304330	Coach provides follow up support to ensure implementation of instructional shifts.	Hernandez, Linnette	8/15/2016	Coaching cycles, Outlook Calendar, Notes	5/26/2017 daily
G1.B1.S1.MA4  M304331	SLT will develop a professional learning plan for the entire instructional year.	Wycuff, Joshua	8/22/2016	Completed Needs Assessment Survey & PLP.	5/26/2017 biweekly
G1.B1.S1.MA5  M304332	SLT will communicate and organize status of learning opportunities with facilitators.	Wycuff, Joshua	8/22/2016	Outlook Calendar, SLT minutes	5/26/2017 biweekly
G1.B1.S1.MA6  M304333	Implement the knowledge and skills learned during each professional learning session.	Wycuff, Joshua	8/15/2016	Lesson Plans, Student Work Samples, Collected Data	5/26/2017 daily
G1.B1.S1.A2  A299879	Provide professional learning in ELA focused on the instructional shifts.	Kania, Kristina	8/24/2016	Faculty meeting sign-in sheet and minutes	5/26/2017 monthly
G1.B1.S1.A3  A299880	Provide professional learning in Math focused on the instructional shifts.	Kania, Kristina	9/7/2016	Faculty meeting sign-in sheet and minutes	5/26/2017 quarterly
G1.B1.S1.A4  A299881	Provide opportunities for peer observations.	Hernandez, Linnette	8/15/2016	Outlook calendar, observed data tool results	5/26/2017 monthly
G1.B1.S1.A5  A299882	Utilize district expertise to support implementation.	Hernandez, Linnette	8/15/2016	Lesson plans, Outlook Calendar, agenda, minutes, student work samples	5/26/2017 monthly
G1.B1.S1.A7  A299884	Provide professional learning on integration of technology to support the instructional shifts in...	Wycuff, Joshua	8/15/2016	Agendas, minutes, data, exit slips	5/26/2017 quarterly
G1.B1.S1.A8  A299885	Implement the knowledge and skills learned during each professional learning session.	Wycuff, Joshua	8/15/2016	Lesson plans, student work samples, data collection results	5/26/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A9  A299886	Monitor and provide feedback and coaching as needed for each professional learning.	Hernandez, Linnette	8/15/2016	Data collection results	5/26/2017 daily
G1.B1.S2.MA1  M304334	Discuss the effectiveness of planning and delivering parent engagement activities to positively...	Hernandez, Linnette	8/22/2016	SLT minutes, observational notes, VXT Data	5/26/2017 biweekly
G1.B1.S2.MA7  M304335	Discuss the effectiveness of parent-student-teacher conference evenings.	Kania, Kristina	8/22/2016	SLT minutes, observational notes, VXT Data, goal-setting data notebooks	5/26/2017 quarterly
G1.B1.S2.MA8  M304336	Discuss the effectiveness of providing educational resources via Parent Resource Room.	Kania, Kristina	8/15/2016	SLT minutes, Sign-In sheets	5/26/2017 monthly
G1.B1.S2.MA9  M304337	Discuss the effectiveness of providing literature in Spanish	Kania, Kristina	8/15/2016	Observational notes	5/26/2017 monthly
G1.B1.S2.MA1  M304339	Plan and deliver parent engagement activities centered on leadership habits to positively affect...	Hernandez, Linnette	8/15/2016	Sign-in sheets, surveys, and SLT minutes	5/26/2017 monthly
G1.B1.S2.MA2  M304340	Schedule parent-student-teacher conference evenings.	Wycuff, Joshua	8/15/2016	Completed conference forms reviewed by Mr. Wycuff, monthly SLT minutes, sign-in sheets and data notebooks	5/26/2017 quarterly
G1.B1.S2.MA3  M304341	Provide educational resources via Parent Resource Room.	Kania, Kristina	8/15/2016	Sign-in sheet, Materials Check-Out List	5/26/2017 monthly
G1.B1.S2.MA4  M304342	Create bilingual literature	Wycuff, Joshua	8/15/2016	Faculty guidelines, bilingual literature examples of what was sent home, log	5/26/2017 monthly
G1.B1.S2.A1  A299887	Plan and deliver parent engagement activities centered on leadership habits to positively affect...	Hernandez, Linnette	8/29/2016	Agenda and detailed minutes (if applicable), sign-in sheets, presentation slides, flyers, family notebook, surveys	5/26/2017 monthly
G1.B1.S2.A2  A299888	Schedule parent-student-teacher conferences.	Kania, Kristina	8/15/2016	Completed conference forms reviewed by Mr. Wycuff, monthly SLT minutes, sign-in sheets, goal-setting data notebooks	5/26/2017 quarterly
G1.B1.S2.A3  A299889	Provide educational resources via Family Resource Room.	Wycuff, Joshua	8/15/2016	Educational resources sign-out sheet, sign-in sheet	5/26/2017 daily
G1.B1.S2.A4  A299890	Create bilingual literature	Wycuff, Joshua	8/15/2016	Faculty guidelines, bilingual literature examples of what was sent home, log	5/26/2017 biweekly
G1.B1.S1.MA1  M304329	Track Needs Assessment Survey report to determine survey completion	Kania, Kristina	8/30/2016	Survey Report Results	6/6/2017 one-time
G1.MA3  M304346	State assessment results	Wycuff, Joshua	5/26/2017	Step Zero for 2017-2018 SIP	8/14/2017 one-time

V. Professional Development Opportunities

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

G1. If Sunrise Elementary implements, monitors, and supports standards-aligned instruction based on the instructional shifts, then there will be an increase in student achievement.

G1.B1 When we increase knowledge, we will collectively establish high expectations and find the time to make it happen.

G1.B1.S1 Develop the knowledge and skills to improve the implementation of the instructional shifts.

PD Opportunity 1

Provide professional learning in ELA focused on the instructional shifts.

Facilitator

Mr. Wycuff, Mrs. Kania, SLT members (Linnette Hernandez, Karen Sarokon, Kim Asmussen, Kathi Delp, Jane Jilka, Lisa Buchanan, Julianne Ivory-Saccone, Kim Quigley, Judy Picone, Tara Ward, Tim Robinson) and ELA Regional Resource Representative (Nicole Cange)

Participants

Sunrise Faculty

Schedule

Monthly, from 8/24/2016 to 5/26/2017

PD Opportunity 2

Provide professional learning in Math focused on the instructional shifts.

Facilitator

Mr. Wycuff, Mrs. Kania, SLT members (Linnette Hernandez, Karen Sarokon, Kim Asmussen, Kathi Delp, Jane Jilka, Lisa Buchanan, Julianne Ivory-Saccone, Kim Quigley, Judy Picone, Tara Ward, Tim Robinson) and Math Representative (Shelly Osterman)

Participants

Sunrise Faculty

Schedule

Quarterly, from 9/7/2016 to 5/26/2017

PD Opportunity 3

Provide opportunities for peer observations.

Facilitator

PreK-5 teachers and Academic Coach Linnette Hernandez

Participants

Sunrise Faculty

Schedule

Monthly, from 8/15/2016 to 5/26/2017

PD Opportunity 4

Utilize district expertise to support implementation.

Facilitator

Mr. Wycuff, Mrs. Kania, and Academic Coach Linnette Hernandez

Participants

Sunrise Faculty

Schedule

Monthly, from 8/15/2016 to 5/26/2017

PD Opportunity 5

Improve effectiveness of PLC through an emphasis on the four essential questions: What do we expect students to do? How will we know when they learn it? How will we respond when they don't learn it? How will we respond when they already know it?

Facilitator

Mr. Wycuff, Mrs. Kania, and Academic Coach Linnette Hernandez

Participants

Sunrise Faculty

Schedule

Weekly, from 8/25/2016 to 5/25/2017

PD Opportunity 6

Provide professional learning on integration of technology to support the instructional shifts in ELA & Math.

Facilitator

Mr. Wycuff, Mrs. Kania, SLT members (Linnette Hernandez, Karen Sarokon, Kim Asmussen, Kathi Delp, Jane Jilka, Lisa Buchanan, Julianne Ivory-Saccone, Kim Quigley, Judy Picone, Tara Ward, Tim Robinson) and district support representatives (Cassandra Stewart).

Participants

Sunrise Faculty

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

PD Opportunity 7

Implement the knowledge and skills learned during each professional learning session.

Facilitator

PreK-5 teachers and Academic Coach Linnette Hernandez

Participants

Sunrise Faculty

Schedule

Daily, from 8/15/2016 to 5/26/2017

PD Opportunity 8

Monitor and provide feedback and coaching as needed for each professional learning.

Facilitator

Mr. Wycuff, Mrs. Kania, and Academic Coach Linnette Hernandez

Participants

Sunrise Faculty

Schedule

Daily, from 8/15/2016 to 5/26/2017

G1.B1.S2 Provide opportunities for parents and families to engage in supporting student engagement.

PD Opportunity 1

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

Facilitator

Mr. Wycuff, Mrs. Kania and SLT members (Linnette Hernandez, Karen Sarokon, Kim Asmussen, Kathi Delp, Jane Jilka, Lisa Buchanan, Julianne Ivory-Saccone, Kim Quigley, Judy Picone, Tim Robinson, Tara Ward)

Participants

Sunrise Families & students

Schedule

Monthly, from 8/29/2016 to 5/26/2017

PD Opportunity 2

Schedule parent-student-teacher conferences.

Facilitator

PreK-5 grade teachers

Participants

PreK-5 grade teachers

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create a Needs Assessment Survey to develop a professional learning plan.	\$0.00
2	G1.B1.S1.A2	Provide professional learning in ELA focused on the instructional shifts.	\$0.00
3	G1.B1.S1.A3	Provide professional learning in Math focused on the instructional shifts.	\$0.00
4	G1.B1.S1.A4	Provide opportunities for peer observations.	\$0.00
5	G1.B1.S1.A5	Utilize district expertise to support implementation.	\$0.00
6	G1.B1.S1.A6	Improve effectiveness of PLC through an emphasis on the four essential questions: What do we expect students to do? How will we know when they learn it? How will we respond when they don't learn it? How will we respond when they already know it?	\$0.00
7	G1.B1.S1.A7	Provide professional learning on integration of technology to support the instructional shifts in ELA & Math.	\$0.00
8	G1.B1.S1.A8	Implement the knowledge and skills learned during each professional learning session.	\$0.00
9	G1.B1.S1.A9	Monitor and provide feedback and coaching as needed for each professional learning.	\$0.00
10	G1.B1.S2.A1	Plan and deliver parent engagement activities centered on leadership habits to positively affect student achievement.	\$0.00
11	G1.B1.S2.A2	Schedule parent-student-teacher conferences.	\$0.00
12	G1.B1.S2.A3	Provide educational resources via Family Resource Room.	\$0.00
13	G1.B1.S2.A4	Create bilingual literature	\$0.00
14	G1.B1.S2.A5	Schedule student-centered SAC activities	\$0.00
Total:			\$0.00