Marion County Public Schools

Sunrise Elementary School

2016-17 Schoolwide Improvement Plan

Sunrise Elementary School

375 MARION OAKS CRSE, Ocala, FL 34473

[no web address on file]

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 KG-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	D

**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 Marion 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
Northeast - Cassandra Brusca	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We support all of our learners, students and adults, because they are capable. We believe in them by creating an environment where all can grow and succeed through reflective responsive learning practices to ensure that we meet the needs of all students.

b. Provide the school's vision statement.

Sunrise Elementary aims to provide, in partnership with the parents, a quality education so that all students are able to reach their full potential with a caring and secure environment.

2. School Environment

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

The process by which Sunrise learns about student cultures and builds relationships between teachers and students is multifaceted. Some activities are school-wide, while others occur within the class setting. During Black History and Hispanic History months, most students participate in activities that bring awareness to these two groups. Additionally during these months, key people (at the school, local, state and national levels, as well as those in TV, music and the sports industry from these groups) are highlighted on the school's morning show for all students.

Sunrise is a school rich in cultural diversity. Teachers send questionnaires home for parents to be involved in providing correct information about students' cultures. Through classroom activities and projects such as "All About Me" projects, students are encouraged to share their cultures. Classrooms acitivities also include Cinco De Mayo celebrations. Through cultural awareness activites such as these, student/teacher and student/student relationships are strengthened.

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

Sunrise Elementary's staff members create a structured educational environment that is safe, fair, and respectful by building positive relationships throughout the campus. Students must feel safe and respected by all adults in the walkways, hallways, cafeteria, media center, labs, offices and in the classrooms. Evidence of a structured and attractive educational setting are key to students feeling at home, safe and ready to learn.

Every morning and afternoon, staff members are on duty at various locations around the school campus to ensure safety and to greet students as they arrive onto campus and encourage them as they leave in the afternoon. Classroom teachers welcome students into their classrooms at the classroom door as they enter the classroom.

Also, teachers have taught procedures. There are procedures in place as a preventive measure to reduce the chance for danger and misbehaviors as well as for how parents and other visitors enter our campus.

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 school-wide behavior system at Sunrise is grounded within the framework of Positive Behavior Intervention Support (PBIS). This evidence-based approach is employed within all areas of the school and provides a focus on reinforcing positive behaviors and teaching school-wide expectations. We have put into place 3 rules, called "The Big 3", in which we as a school live by. They are: Do what's right. Do your best. Treat others the way you want to be treated. The Big 3 are recited daily on the Morning Show after pledge. Students who follow these rules consistently are rewarded with "Sunny Money." This money is used in the school's PBIS store. Students visit the PBIS store on a weekly basis. Students are also rewarded through PBIS with monthly activities such as pizza parties and game day, just to name a few.

Discipline Talks are given in each classroom twice a year to introduce, teach, model and review school wide expectations. Students are reminded of classroom and school expectations on the school's morning show each Tuesday and Thursday. Classroom walk-throughs by administration are frequent to encourage engagement through following the rules.

There is also an established PBIS committee where staff members collaborate on the effectiveness or needs of the PBIS system.

Furthermore, the Multi-tiered Systems of Support (MTSS) is applied to the entire school community. This three tiered approach provides a format where students that are not responding to the school-wide Tier 1 plan are moved into a higher tier where a more individualized approach can be applied.

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.

Our comprehensive school counseling program provides education, prevention and intervention services.
Early identification and intervention of children's academic and personal/social needs is essential in promoting academic and personal achievement. Sunrise Elementary School Counseling Program provides the following: School Guidance Curriculum with an emphasis on goal-setting, decision making, peer relationships, coping strategies and effective social skills. Responsive Services with emphasis on conflict resolution, at-risk identification and crisis intervention. The school counselor collaborates with parents, school staff, community outreach organizations for resources and networking to meet student needs.

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.

The Early Warning Systems provide data that shows students with a less than 90% attendance rate, and those with one or more suspensions. It also provides data on course failures in ELA and mathematics, along with those students who scored a Level 1 on a statewide assessment in ELA or mathematics.

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	8	11	23	12	0	0	0	0	0	0	0	0	0	54
One or more suspensions	49	30	68	30	70	0	0	0	0	0	0	0	0	247
Course failure in ELA or Math	12	17	19	12	15	0	0	0	0	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	134	138	0	0	0	0	0	0	0	0	272

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	17	28	63	30	0	0	0	0	0	0	0	0	0	138

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

Intervention Strategies include:
-Attendance Rewards--students are rewarded for their attendance when they are present.
-Individual Behavior Plans are put in place for those students that are struggling with the Tier 1 Behavior Plan.
-Additional Small Group/Differentiated Instruction is provided to those students that are not meeting the proficiency status in core academic areas and those that have score a Level 1 on state assessments.

In addition the following programs will be put into place.

SRA Early Interventions in Reading – Intervention for K-3
This early intervention program provides significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations through prescribed lesson plans and routines, scaffolding that ensures student understanding, teacher modeling of new concepts, and ample guided practice with timely feedback.

SRA Early Interventions in Reading helps us identify struggling readers in Grades K-3 and provides them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

SRA Reading Mastery – Intervention for K-2 struggling readers
The Reading Strand addresses all five essential components of reading as identified by Reading First: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It provides spelling instruction to enable students to make the connection between decoding and spelling patterns and develops student decoding and word recognition skills that transfer to other subject areas.

Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–5 who are reading below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

The Decoding strand directly addresses all the critical reading components identified by the National Reading Panel (2002)—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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 available at the school site.

2. Description

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.

In order to build and sustain relationships with local community for the purposes of securing and utilizing resources, Sunrise Elementary first becomes active in community events, making ourselves visible with community involvement. We accept invitations for staff members as well as student participation in the community events. We then initiate the process of securing resources by communicating with various organizations that can support us in our efforts to increase school and student achievement. Resources that we have secured are, but not limited to, volunteerism, funds for various school projects and donations of school supplies, clothing, food, etc. from our parents, local businesses, and churches in the community.

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
Beck, Jennifer	Principal
Thomas, Victoria	Assistant Principal
Davis, Gillian	Other
Rawlins, John	Other
Gallagher, Teresa	School Counselor
Binkley, Myriam	Other
Wade, Colleen	Other

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 administrative leadership team is comprised of the above named members: school principal - monitors all school processes and systems; assistant principal - monitors curriculum and instruction; School Coordinator - provides additional assistance of administrative duties where needed. Guidance Counselors- guides and monitors the MTSS process and provide counseling to students; Professional Development Specialist-provides the needed professional development, modeling and coaching in the area of Language Arts; Academic Coach- provides modeling and coaching in all academic areas with a focus on Mathematics.

Our school based synergy team identifies areas in need. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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.

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Unify/Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, Ell, ESE, teacher and course. This data includes State Assessments (FSA, AimsWeb) as well as local assessments (Learning Checks, Quarterly Reading/Writing Assessments, Document Based Questions, etc.) Performance Matters also houses data for teacher comparisons by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State.

Discipline data is housed in Skyward and can be disaggregated using an internal software (Data Mining).

Tiered data can be found in Unify/Performance Matters where intervention tier is identified and progress monitoring notes are documented. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jennifer Beck	Principal
Sara Weinheimer	Business/Community
Amiee Ruiz	Parent
Jen Lamphear	Parent
Suzie Nelson	Parent
Karen Fletcher	Parent
Virginia Gayle	Parent
Noises Ochoa	Parent
Amanda Delarosa	Parent
Tanika Williams	Teacher
Adeni Small	Teacher
Jenny Hoosac	Teacher
Ana Julian	Teacher
Maria Ulloa	Teacher

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

SAC meets in the beginning of the school year to evaluate the effectiveness of the prior year's plan to determine needs for the current year's plan.

b. Development of this school improvement plan

SAC meets twice a year to review the plan and offer input in the development of the plan.
The SAC meetings are informative and provide a forum to share information about Sunrise. Ideas from all involved are given an opportunity to problem solve issues and/or concerns pertaining to Sunrise. The SAC assists in developing and evaluating the Continuous Improvement Management System and provides assistance in the decision making process.

c. Preparation of the school's annual budget and plan

SAC meets twice a year and reviews and offers input in the development of the budget and plan. The SAC provides assistance in the decision making process. As well as assist in evaluating of the school's annual budget.

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

N/A

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
Beck, Jennifer	Principal
Thomas, Victoria	Assistant Principal
Davis, Gillian	Dean
Rawlins, John	Instructional Coach
Gallagher, Teresa	School Counselor
Binkley, Myriam	
Wade, Colleen	Other

b. Duties

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

Our literacy team promotes literacy to all stakeholders. First literacy is promoted to our students through quality Tier 1 instruction. Our teachers are coached by administration and a variety of instructional coaches. We model rigorous lessons that are constructed using research based strategies from Learning Focused. As the Literacy Team works with teachers to improve Tier 1 instruction, student literacy rates improve. Student literacy is also promoted through the Accelerated Reader and Action 100. Sunrise teachers are trained in a variety of programs for intensive intervention and enrichment instruction. These programs help teachers increase student skills in Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. We promote literacy to parents through our parent resource room. In this room, parents are able to check out resources that can be used at home to support learning and increase student achievement. Additionally, we offer parent nights to promote literacy at home and in the community.

What will be the major initiatives of the LLT this year?
- Make instructional and professional development decisions based on data
- Review student progress in reading
- Promote differentiation of instruction (Leveled Learning & Triple I-Immediate Intensive Intervention)
- Review most recent progress monitoring results
- Analyze assessment data (fluency checks, Units of Study FSA tests, AIMSWeb, etc.)
- Recommend needed resources and/or support
- Review effectiveness of reading program and instructional strategies
- Determine appropriate placement of students in reading program
- Identify areas for professional development
- Support for Para-professionals

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.

Positive working relationships between teachers are encouraged through numerous opportunities of collaboration. Required grade level meetings are held weekly to encourage instructional planning for the group. Additionally, half-day collaborative discussions to dissagregate student data and plan instruction

to meet the needs are scheduled with each grade level. Substitutes are brought in to allow teachers an uninterrupted extended time for this collaboration. Grade levels also meet and discuss successes, failures and best practices.

Monthly faculty meetings are another platform where positive working relationships are encouraged. Teachers have instructional conversations across grade levels and subject areas. Best Practices are also shared during faculty meetings for the entire faculty's benefit.

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

Strategies used to retain highly qualified teachers are to implement programs that will help them be successful in their teaching practices. Teachers new to Sunrise will participate in a New Teacher Orientation, in addition to the general back-to-school- teacher meeting. We will further assist them by having new teacher collaborative monthly meetings. These teachers will receive additional support, as needed, with visits from our Academic, Math and Reading Coaches and other Administrative leaders with modeling and mentoring. New teachers will also be provided additional professional development specific to their individual needs by Administration and Academic Coaches.

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

Beginning teachers, teachers new to Sunrise and those having fewer than three year of teaching experience, if needed, will be paired with veteran teachers to gain knowledge and understanding of curriculum and school culture to promote academic learning gains in all subject areas.

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 district has provided Curriculum Maps that align the core instructional programs and materials to the Florida Standards. The leadership team and the teachers also collaborate to review item specs to determine alignment of core with Florida Standards. The leadership team regularly monitors lesson plans and conducts walk- throughs to ensure that the core instructional program and materials are being effectively implemented in teacher lessons.

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.

Data is used to drive instruction. Students are screened using multiple tools that assist us in the purpose of providing differentiated instruction to meet the needs of each student. AIMSWeb is a district screener that allows us to recognize and place student in correct interventions or enrichment groups. These groups are fluid and allow for veritcal mobility. Data from progress monitoring is collected frequently to determine success and movement of students in and out of intervention groups.

Progress monitoring data also serves the purpose for driving classroom instruction as well. Teachers monitor student data to differentiate instruction, as needed, to assist students in attaining proficient levels. One example, of how data is used to supplement instruction in the classroom is that the data dissagregated from the FSA and Learning Checks will be used to provide an additional 30 minutes of reading instruction to 3rd grade retainees to assist in attaining proficiency on the next State Assessment.

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: Extended School Day

Minutes added to school year: 10,800

The Extended Learning Day is comprised of an additional 45 minutes of Triple I (Immediate Intensive Intervention) or enrichment.

Strategy Rationale

If students are immersed in additional daily intensive remediation or strategic enrichment activities, then student achievement will improve.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Trombly, Chuck, charles.trombly@marion.k12.fl.us

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

The data that will be used to determine the effectiveness of the strategy are: Learning Checks, Aimsweb, LEOCs, and FSA. As data is disagregated, determinations will be made to make changes to teachers' instruction so that student achievement can occur.

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.

Stagger Start is a District Initiative to assist students in transitioning into Kindergarten. Five to seven different students report each of the three initial days allowing the staff opportunity to administer assessments, to develop one-on-one relationships with students, and to eliminate anxiety. This is the primary focus of Stagger Start. All students report on the fourth day.

During the 2016-2017 school year, Sunrise is offering two classes of a state-funded Voluntary Pre-Kindergarten Program. The school uses the ELLM (Early Literacy and Learning Model), and VPK standards and curriculum provided by the Early Learning Coalition of Marion County. The program is Monday through Friday, from 7:20-3;05, with a 25 minute lunch. The program lasts a year. The VPK program helps students bridge the gap between home and school. Students are exposed to many hands-on activities, where they are manipulating objects and/or doing activities in a center, as well as actual science projects such as planting seeds and watching them grow. In addition, students are

read to orally, taught the alphabet and numbers, and taught basic pre-school skills. The Waterford curriculum is also utilized to increase students' literacy skills.

In addition to incoming students, we also provide out-going 4th graders the opportunity to visit and learn about their transition from elementary to middle school. Students visit the middle school campus and meet with the key members of the staff that will help their transition. Students receive information concerning classes, school environment, enrichment and extra curricular activities, just to name a few. A guided tour of the campus is also included during this visitation.

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.

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

*A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.

*Innovative instruction allows students to explore greater depths of all the subjects by utilizing the skills learned.

*Independent and collaborative research projects embedded in the curricula.

*Collaboration. communication, and critical thinking skills threaded throughout the curricula.

*Real-world, problem-based applications.

*Content rich instruction.

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

Not Applicable

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.

Not Applicable

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"Â? 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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. All teachers will consistently use differentiated Instructional strategies in their classroom during core instruction to increase 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. All teachers will consistently use differentiated Instructional strategies in their classroom during core instruction to increase student achievement. 1a

G084112

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Lack of true knowledge of differentiated instruction.
- Time to collaborate and prepare lessons to differentiate instruction for all core areas and students in need.
- Classrooms lack technology needed to engage students in differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach, Academic Coach, Math Coach, Coordinator, Principal and Assistant Principal.
- Instructional materials and District Curriculum Guides
- Professional development
- Kagan Strategies
- District Professional Devlopment Team
- Title I funding
-

Plan to Monitor Progress Toward G1. 8

Teacher lesson plans will show evidence of grade-level collaboration to include standards-based instruction with an emphasis on differentiated lessons, activities, and resources. As a result of the standards-based lessons, student proficiency will increase through evidence of assessment scores.

Person Responsible
Victoria Thomas

Schedule
Weekly, from 9/6/2016 to 5/19/2017

Evidence of Completion
Data from formal assessments (AimsWeb, Learning Checks, Math Chapter Test, etc.) and consistent monitoring of teacher lesson plans.

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. All teachers will consistently use differentiated Instructional strategies in their classroom during core instruction to increase student achievement. 1

G084112

G1.B1 Lack of true knowledge of differentiated instruction. 2

B223483

G1.B1.S1 Professional Development on Differentiated Instructional strategies. 4

S235793

Strategy Rationale

If teachers receive professional development in Differentiated Instruction, then they will be able to plan for instructional opportunities that are engaging and meet the needs of all learners.

Action Step 1 5

Differentiated Instruction professional development training provided for all teachers.

Person Responsible

Chuck Trombly

Schedule

Quarterly, from 9/6/2016 to 4/28/2017

Evidence of Completion

Attendance Sheets

Action Step 2 5

Hold Parent Informational Nights where Teachers share differentiated strategies with parent to use at home.

Person Responsible

John Rawlins

Schedule

Every 2 Months, from 9/6/2016 to 3/10/2017

Evidence of Completion

Parent Roster Sign-In Sheets

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

Follow-up and reflection meetings to discuss the implementation and classroom walk throughs

Person Responsible

Chuck Trombly

Schedule

Daily, from 9/12/2016 to 5/12/2017

Evidence of Completion

Administrative observations/walk-throughs and lesson plans

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

Administration will monitor the training sessions.

Person Responsible

Chuck Trombly

Schedule

Weekly, from 9/6/2016 to 5/12/2017

Evidence of Completion

Classroom walk throughs and lesson plans

G1.B2 Time to collaborate and prepare lessons to differentiate instruction for all core areas and students in need. 2

B223484

G1.B2.S1 Provide teachers with collaborative planning time with grade level peers. 4

S235794

Strategy Rationale

If given sufficient time to collaborate and develop plans, then teachers will use Differentiated instruction consistently.

Action Step 1 5

Teachers and para professionals will meet monthly, following their half day collaborative meeting day, to reflect and provide important information of the differentiated instruction strategies used in their action plan.

Person Responsible

Chuck Trombly

Schedule

Monthly, from 10/14/2016 to 4/14/2017

Evidence of Completion

Teachers will complete a reflection document.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrative Team will observe the implementation of differentiated instruction.

Person Responsible

Chuck Trombly

Schedule

Monthly, from 10/14/2016 to 4/14/2017

Evidence of Completion

Administrative walk throughs and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Learning Checks, Math Chapter Test, Fluency Checks, AimsWeb data, informal classroom observations

Person Responsible

Chuck Trombly

Schedule

Daily, from 9/9/2016 to 5/26/2017

Evidence of Completion

Data from Learning Checks, Math Chapter tests, Fluency Checks and classroom observations

G1.B3 Classrooms lack technology needed to engage students in differentiated instruction. 2

B223485

G1.B3.S1 Chrome books will allow students to engage in differentiated instruction and activities to meet their individual needs. 4

S235795

Strategy Rationale

If students have access to Chrome Book technology in their classrooms, they will be able to receive individualized lessons that will be tailored to their specific needs as they work toward increased achievement and proficiency of the standards.

Action Step 1 5

Chrome Books purchased for student that will allow students to engage in differentiated instruction and activities to meet their individual needs.

Person Responsible

Chuck Trombly

Schedule

On 12/16/2016

Evidence of Completion

Completion of work order by district.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

A Chrome Book schedule will be created and teachers will include instruction using Chrome books in lesson plans.

Person Responsible

Myriam Binkley

Schedule

Weekly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Data from assessments will be disagregated to determine effectiveness of chrome book usage and to drive future instruction.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teacher accountability of monitoring and the effectiveness will be gathered through lesson plans.

Person Responsible

Chuck Trombly

Schedule

On 5/12/2017

Evidence of Completion

Lesson Plans and walk-throughs

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.B3.S1.A1 A304104	Chrome Books purchased for student that will allow students to engage in differentiated instruction...	Trombly, Chuck	9/1/2016	Completion of work order by district.	12/16/2016 one-time
G1.B1.S1.A2 A304102	Hold Parent Informational Nights where Teachers share differentiated strategies with parent to use...	Rawlins, John	9/6/2016	Parent Roster Sign-In Sheets	3/10/2017 every-2-months
G1.B2.S1.MA1 M309538	Administrative Team will observe the implementation of differentiated instruction.	Trombly, Chuck	10/14/2016	Administrative walk throughs and lesson plans.	4/14/2017 monthly
G1.B2.S1.A1 A304103	Teachers and para professionals will meet monthly, following their half day collaborative meeting...	Trombly, Chuck	10/14/2016	Teachers will complete a reflection document.	4/14/2017 monthly
G1.B1.S1.A1 A304101	Differentiated Instruction professional development training provided for all teachers.	Trombly, Chuck	9/6/2016	Attendance Sheets	4/28/2017 quarterly
G1.B1.S1.MA1 M309535	Administration will monitor the training sessions.	Trombly, Chuck	9/6/2016	Classroom walk throughs and lesson plans	5/12/2017 weekly
G1.B1.S1.MA1 M309536	Follow-up and reflection meetings to discuss the implementation and classroom walk throughs	Trombly, Chuck	9/12/2016	Administrative observations/walk-throughs and lesson plans	5/12/2017 daily
G1.B3.S1.MA1 M309539	Teacher accountability of monitoring and the effectiveness will be gathered through lesson plans.	Trombly, Chuck	9/6/2016	Lesson Plans and walk-throughs	5/12/2017 one-time
G1.MA1 M309541	Teacher lesson plans will show evidence of grade-level collaboration to include standards-based...	Thomas, Victoria	9/6/2016	Data from formal assessments (AimsWeb, Learning Checks, Math Chapter Test, etc.) and consistent monitoring of teacher lesson plans.	5/19/2017 weekly
G1.B3.S1.MA1 M309540	A Chrome Book schedule will be created and teachers will include instruction using Chrome books in...	Binkley, Myriam	9/1/2016	Data from assessments will be disagregated to determine effectiveness of chrome book usage and to drive future instruction.	5/19/2017 weekly
G1.B2.S1.MA1 M309537	Learning Checks, Math Chapter Test, Fluency Checks, AimsWeb data, informal classroom observations	Trombly, Chuck	9/9/2016	Data from Learning Checks, Math Chapter tests, Fluency Checks and classroom observations	5/26/2017 daily

V. Professional Development Opportunities

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

G1. All teachers will consistently use differentiated Instructional strategies in their classroom during core instruction to increase student achievement.

G1.B1 Lack of true knowledge of differentiated instruction.

G1.B1.S1 Professional Development on Differentiated Instructional strategies.

PD Opportunity 1

Differentiated Instruction professional development training provided for all teachers.

Facilitator

Marion County Staff Development and Academic Coach Myriam Binkley, Coordinator Colleen Wade, John Rawlins, Victoria Thomas and Chuck Trombly.

Participants

All Teachers

Schedule

Quarterly, from 9/6/2016 to 4/28/2017

G1.B2 Time to collaborate and prepare lessons to differentiate instruction for all core areas and students in need.

G1.B2.S1 Provide teachers with collaborative planning time with grade level peers.

PD Opportunity 1

Teachers and para professionals will meet monthly, following their half day collaborative meeting day, to reflect and provide important information of the differentiated instruction strategies used in their action plan.

Facilitator

Charles Trombly, Victoria Thomas, John Rawlins, Colleen Wade & Myriam Binkley

Participants

Classroom teachers and paraprofessionals

Schedule

Monthly, from 10/14/2016 to 4/14/2017

VI. Technical Assistance Items

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

G1. All teachers will consistently use differentiated Instructional strategies in their classroom during core instruction to increase student achievement.

G1.B1 Lack of true knowledge of differentiated instruction.

G1.B1.S1 Professional Development on Differentiated Instructional strategies.

TA Opportunity 1

Hold Parent Informational Nights where Teachers share differentiated strategies with parent to use at home.

Facilitator

John Rawlins, Victoria Thomas, Myriam Binkley, Colleen Wade & Charles Trombly, Classroom Teachers

Participants

Parents and Guardians

Schedule

Every 2 Months, from 9/6/2016 to 3/10/2017

VII. Budget

1	**G1.B1.S1.A1**	**Differentiated Instruction professional development training provided for all teachers.**				**$67,756.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - Sunrise Elementary School	Title I, Part A		$67,756.00
			Notes: Professional Development in Differentiated Instruction.			
2	**G1.B1.S1.A2**	**Hold Parent Informational Nights where Teachers share differentiated strategies with parent to use at home.**				**$16,284.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - Sunrise Elementary School	Title I, Part A		$3,000.00
			Notes: Student Planners			
			0571 - Sunrise Elementary School	Title I, Part A		$6,220.00
			Notes: Parent Liason Salary			

			0571 - Sunrise Elementary School	Title I, Part A		$7,064.00
			Notes: Miscellaneous Supplies (Consumables, non-consumables, food)			
3	**G1.B2.S1.A1**	**Teachers and para professionals will meet monthly, following their half day collaborative meeting day, to reflect and provide important information of the differentiated instruction strategies used in their action plan.**				**$89,853.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - Sunrise Elementary School	Title I, Part A		$89,853.00
			Notes: Salaries for paraprofessionals and substitutes for learning walks.			
4	**G1.B3.S1.A1**	**Chrome Books purchased for student that will allow students to engage in differentiated instruction and activities to meet their individual needs.**				**$20,100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0571 - Sunrise Elementary School	Title I, Part A		$20,100.00
			Notes: Purchase of Chrome Books, cart, projectors and printers			
					Total:	**$193,993.00**