School District of Osceola County, FL

Sunrise Elementary School

effective leadership strategies resources **needs** assessment ambitious relationships increased achievement **instruction** building improvement **family** and **collaborative** **teaching** supportive **environment** **school** community involvement public and **mission** vision 8-Step problem step zero solving planning **students** **strategic** college and **career** **goals** involvement

2016-17 Schoolwide Improvement Plan

Sunrise Elementary School

1925 HAM BROWN RD, Kissimmee, FL 34746

www.osceolaschools.net

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	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

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 Osceola 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.

Table of Contents

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
Central - Lucinda Thompson	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.

Sunrise Elementary School is dedicated to meeting the needs of its diverse population through academics, character development, and community involvement.

b. Provide the school's vision statement.

As a unified school, Sunrise Elementary staff and students will work collaboratively as lifelong learners utilizing all available educational resources to develop critical thinking skills for college and career readiness.

2. School Environment

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

Sunrise Elementary is a multicultural melting pot where staff is trained to recognize differences among the students. The differences are not just social, but academic. All the instructional staff are ESOL endorsed or are working toward endorsement. Our guidance department actively teaches tolerance and focuses on character development. With the district's Stop Bullying Now theme, the school emphasizes the importance of tolerance and respect. Teachers also create an atmosphere conducive to cooperation and understanding throughout the day. In addition, teachers are recognized as Staff PAL of the Month for exhibiting character traits that promote collegiality and teamwork.

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

As part of our mission statement Sunrise Elementary focuses on community outside of and within the school with our various clubs and outreach opportunities. Our Service Learning Club chooses projects that have a direct impact in the community. With the 10 plus clubs, students make a connection to school as a place that is an extension of the home. Also, there is an anti-bullying policy that was incorporated county-wide a few years ago, Stop Bullying Now. Kindergarten teachers incorporate a social skills lesson into their daily lesson plans. Fifth grade students serve as safety patrols to help monitor during arrival and dismissal procedures. We are also continuing with the PAL (Positive Actions Lift) Program which identifies at least one student per class that is a true PAL on a monthly basis. At the end of each month, we celebrate this quality in an assembly hosted by an iconic character called Pokey.

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.

We have what we refer to as the Sunsational Behavior Reinforcement Program at Sunrise Elementary. Our objectives are clearly outlined in the teacher handbook along with behavioral expectations. A color system or version of is used school-wide to allow for consistency between grade levels and classes. Due to the character counts and the behavior reinforcement students know what is expected of them. The Behavior Committee uses a variety of incentives to reinforce positive

behavior throughout the school day. Sunsational dollars are used routinely and a school store is set up for students to "spend" their dollars.

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 Sunrise School Counselor is available to meet with students exhibiting inappropriate social behaviors. She collaborates with teachers to address and counsel students with home environment concerns, including but not limited to clothing needs, hygiene, food or divorce, death or domestic violence. The school counselor oversees the Families in Transition needs, also meeting with parents or guardians to provide information and/or walk them through the process to receive assistance. She assists families in coordinating outside counseling agencies and in home assistance. She assists with daily discipline by counseling students to better choices and behaviors. The school counselor also assists in the development and implementation of student behavior plans.

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.

118 students in total did not meet 90% attendance, 15 students in total had one or more suspension, ------- students in total failed either ELA or Math Course, 202 students scored level 1, 37 students in total appear with 2 or more indicators.

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	27	23	12	23	15	18	0	0	0	0	0	0	0	118
One or more suspensions	3	2	2	1	1	6	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	64	57	81	0	0	0	0	0	0	0	202

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	13	8	16	0	0	0	0	0	0	0	37

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

Students with retention and low reading achievement are targeted for MTSS intervention. The interventions include but are not limited to the following: Fountas and Pinnell-Leveled Literacy Interventions(LLI), Ready Intervention, FCRR. Students with low math achievement level are referred for in school math tutoring. ELL students with indicators receive targeted interventions. Students with office referrals are looked at for MTSS behavior interventions. Attendance indicators are reviewed routinely by the school's attendance committee.

B. Family and Community Engagement

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

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. § 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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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 has a healthy relationship with its business partners including in-kind services and volunteerism through tutoring (Bookmark Buddies) and mentoring. We do Partner of the Year and use our newsletter to promote our active business partnerships. The relationships between the school and its business partners has grown vastly in the last couple of years. We participate in the monthly business partner meetings hosted by the district OASIS office. In addition, Sunrise provides opportunities for the local high school students to volunteer at academic events and promoting a positive school culture.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Campbell, John	Principal
Ater, Amy	Assistant Principal
Cummings, Erin	Instructional Coach
Henry, Melissa	Instructional Coach
Petrangeli, Kodie	Instructional Coach
Williams, Shelly	School Counselor

b. Duties

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

Leadership Members, function and responsibilities:
Guidance Counselor- MTSS Coach. The MTSS coach maintains documentation, parent and teacher communication and oversees the development of the MTSS program. The MTSS coach reviews and prepares data for monthly reviews. The school counselor also intervenes with discipline and consistent behavior concerns. She organizes and manages referrals for 504 plans, Exceptional Student Eligibility and Gifted Eligibility.
Literacy Coach- Curriculum Specialist. The Literacy Coach assists in the selection of the intervention curriculum. She serves as a liaison between core curriculum and intervention needs, through lesson modeling, co-teaching, professional development and constructive feedback. The Literacy coach reviews and prepares data for monthly reviews.
Math/Science Coach- Curriculum Specialist. The Math/Science Coach assists in the selection of the intervention curriculum. She serves as a liaison between core curriculum and intervention needs, through lesson modeling, co-teaching, professional development and constructive feedback. The Math/Science coach reviews and prepares data for monthly reviews.
Learning Resource Specialist- The Learning Resource Specialist collects and organizes data and progress monitoring. The Learning Resource Specialists conducts professional development, assists in classrooms and provides supportive feedback. The Learning Resource Specialist manages testing for all grade levels.
Assistant Principal- The Assistant Principal assists all coaches in a supportive role as well as assists in accountability on behalf of the teachers. The Assistant Principal facilitates school wide curriculum programs, through data evidence and professional development needs.

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.

The Intervention Assistance Team (IAT), composed of the Guidance Counselor, Learning Resource Specialist, Literacy Coach, School Psychologist and Assistant Principal, reviewed the FSA, FCAT, SAT and iReady Reading data. The IAT reviewed school wide data in addition to grade level data. Data is reviewed after each test administration by the IAT. Students in the lowest quartile of each grade level are identified to receive interventions. Diagnostic reports are reviewed for each of the students in the lowest quartile in an effort to target the area of weakness and identify the appropriate intervention. Students in Tier 2 receive interventions during the iii period. Tier 3 students receive interventions during iii time in addition to the tier 2 interventions.
Sunrise will incorporate state funds for the Summer Reading Remediation(3rd grade) required by the state. The ELO (Extended Learning Opportunities) continue throughout the year supported by Title I

funds to remediate those students in the lower 25% quartile in Math and Reading.

Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX
To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lisa Barrett	Teacher
Nancy Andrews	Teacher
Larry Payne	Parent
John Campbell	Principal
Manishca Merilan	Parent
Adriel Torres	Parent
Samantha Lee	Parent
Victoria Vasilachi	Parent
Heidi Dawson	Teacher
Christine Diaz	Teacher
Marangelie Aviles	Parent
Amy Swann	Teacher
Jessica Holden	Teacher
Emily Qualls	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

School's leadership team, teachers, and SAC reviewed the core curriculum areas during the summer, pre-planning and at the first SAC meeting. While we fell short in almost all areas with the exception of math, we have chosen to target Reading this year. Our math STAR was a bright spot with a 2% increase from last year. Our minimum target will be 3-5 percentage points in all the core academic areas.

b. Development of this school improvement plan

The SAC starts looking at the coming year with the AdvancED survey results published in the Spring. Parent involvement, student engagement, staff reflection, etc. are looked at and ideas discussed. As the data is obtained, additional feedback will be used to determine what goals need to be addressed for the coming school year.

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

The state allocates $10 per student based on the school's population, the SAC committee approves how these funds are used for teacher and student benefit.

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

Of the $9,735.66 funds allocated for the 2014-2015 school year. $340 was used for special area teacher professional development, $2417.70 was used for Sunsational Dollars/PAL student incentives and $2149.00 for Classroom Support. $4,591 will be rolled into the 2015-2016 SAC Budget.

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
Campbell, John	Principal
Petrangeli, Kodie	Instructional Coach
Santiago, Jessica	Teacher, K-12
Hernandez, Wanda	Teacher, K-12
Cuevas, Ana	Teacher, K-12
Lingburgh, Glorida	Teacher, K-12

b. Duties

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

The Literacy Leadership Team, represents all grade levels working together to promote literacy through a variety of events. Having vertical collaboration ensures all students are accessed through the events. The committee reviews school wide and grade level data to develop strategies to be used in the classroom. They plan a Literacy Night during the month of December that involves the entire family. The team also coordinates authentic literacy activities during Celebrate Literacy Week in January. During the month of March the primary grade levels participate in Read Across America. Lastly, they arrange Author visits to instill their passion of literacy in the students.

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.

Teachers meet in grade levels, monthly for assessment team planning, weekly for lesson plans, and bi-weekly for data talks. Teachers meet in vertical councils monthly to review school wide and grade level data.

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

District Human Resources allocates the units, advertises available positions, and school administrators interview only the Highly Qualified individuals. TeacherMatch serves as a tool to identify and match teachers with positions.

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

As teachers are hired, the name is referred to the Learning Resource Specialist to conference with the teacher to determine what further training or in-service will be needed. If the teacher is a graduate of a Florida accredited university, they can be fast tracked with the on-line district requirements. If the teacher is from outside of Florida there are other state requirements that must be met. A mentor will be assigned to each new teacher regardless of experience level. During pre-planning week, a mentor/mentee social

is held to introduce them to their "buddy". An experienced teacher will only need their mentor to orient them to Sunrise. A mentor to a new teacher will help them acquire the skills and provide them with the confidence and guidance they need to be successful in the profession. The Learning Resource Specialist will frequently contact mentors and mentees to track progress and assist when needed.

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.

Through collaborative planning, instructional coaches meet with grade levels to develop content specific units using the Language Arts Florida Standards (LAFS) coupled with the NGSS Science and Social Studies Standards. The teachers are asked to write learning goals that are formed directly from the standards. The units vary in length and require assessment of content standards and skill standards. Teachers select literature and activities that directly relate to the content standards and the LAFS. Math units have been developed using the Mathematics Florida Standards (MAFS). Teachers select resources and activities that directly relate to the LAFS. The units vary in length and require assessment of the standards.

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.

Using Data- Data is used in a variety of ways-
1. Grade Level PLC- Teachers will meet bi-weekly to monitor on grade level standard assessments. As a grade level they will look at their assessment results for each standard to determine guided reading and guided math groups during their designated reading and math times. Common assessments have been developed to assist in monitoring student mastery of targeted standards. In addition to the data review, the data is used to develop needed professional development presented by instructional coaches, resource teachers and classroom teachers.

2. Vertical Councils- Teachers and staff meet vertically once a month to review school wide progress monitoring. The different grade levels will compare and discuss the reading, math and science scores for the standards assessed to determine grade level needs. It is the responsibility of the grade level representative to report back to the grade level the findings in the grade level councils.

3. MTSS- The MTSS committee meets twice a month with teachers to review the data for all identified and referred students for tier 2 and tier 3 interventions. The teachers or interventionists meet in small group with the lowest quartile of their class implementing specific intervention curriculum. Specific skills are targeted and monitored through weekly, bi-weekly and/or monthly progress monitoring. The teachers present the data to the MTSS committee to review for an increase or decrease in the amount of interventions and/or to refer the student for evaluation.

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 Year
Minutes added to school year: 300

Enrichment and/or quality of learning time-
Enrichment- Teachers will be utilizing the iii time as a time of enrichment for gifted/high achieving students. They have been provided specific enrichment reading and math curriculum to provide opportunities for extended, accelerated learning. The teachers are responsible to track and monitor student progress. Some extended learning opportunities for enrichment also include Battle of the Books, Math and Science Olympiad.
Extended School Day- Based on current science and math progress monitoring, students will be selected for an extended learning opportunity outside of the school day. Identified students in grades K-5 will receive an additional 100 minutes a week working in a small group setting using specific math remediation curriculum, Summer Stars. In addition, students will be accessing math fluency and problem solving skills through iReady, Fluency Calendar and Think Central. Teachers and students will participate in Schoolwide STEM Programs as well as 4th and 5th grade Science Bootcamp, using JD Science Bootcamp curriculum. The 5th grades will incorporate PLTW (Project Lead The Way).

Strategy Rationale

Not all students progress at the same rate therefore we attempt to provide additional learning opportunities for some of our struggling learners as well as enrichment opportunities for the high achieving students. In an effort to concentrate on specific areas, grades K-5 reading interventions are targeted throughout the day through the iii time. Grades K-5 math is targeted through the ELO program. The gifted/high achieving enrichment in math and reading is targeted throughout the day as well as through after school activities. Multiple resources and curriculum has been reviewed and selected by the instructional coaches. Personnel implementing the curriculum are trained to use the resources. Our goal is to provide the best learning opportunities by concentrating our efforts in specific areas, training our staff on identified, effective curriculum, and selecting the students based on current data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ater, Amy, laytona@osceola.k12.fl.us

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

For each of the programs data is tracked and monitored. STAR progress monitoring is collected monthly for both reading and math. Progress monitoring for tier 2 interventions is collected bi-weekly through passage fluency. Progress monitoring specific to the targeted skill is monitored weekly through FCRR. The gifted/high achieving enrichment students are tracked and monitored bi-weekly through Jacob's ladder and Sunshine Math.

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. § 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.

Kindergarten Round Up provides an opportunities for families and incoming students to meet the teachers, tour the school, receive important information and determine academic requirements. In addition, Kindergarten teachers prepare students for the academic rigor through assessing current abilities at the very beginning of school. The teachers maintain constant communication with the parents.

The local Middle Schools present to all of the 5th grade students. They host an orientation before the end of fifth grade year. The Guidance Counselor meets with 5th grade students to assist with the transition.

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.

The School Counselor completed a Career Interest Survey with all 5th grade students. Kindergarten and first grade invited community workers to visit and share job responsibilities with all classes. First and Second grade conducted Health and Nutrition Lessons will all classes. Schoolwide STEM program will include science, career and technology guest speakers.

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

The School Counselor completed a Career Interest Survey with all 5th grade students. Kindergarten and first grade invited community workers to visit and share job responsibilities with all classes. First and Second grade conducted Health and Nutrition Lessons will all classes. Schoolwide STEM program will include science, career and technology guest speakers. Students will participate in a school wide Career Day.

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

The School Counselor completed a Career Interest Survey with all 5th grade students. Kindergarten and first grade invited community workers to visit and share job responsibilities with all classes. First and Second grade conducted Health and Nutrition Lessons will all classes. Grade Level Science Bootcamps offered opportunities to participate in scientific exploration.

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.

Teachers plan and deliver rigorous, engaging activities to build an academic foundation. Students use the foundational skills to develop further learning skills as well as develop interests in academic areas that lend themselves to career opportunities.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.   Create an environment that is conducive to learning for all students with a specific focus on ELL and ESE population.

G2.   Sunrise will effectively and efficiently support staff in understanding and implementation of standards through planning, collaboration and professional development.

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. Create an environment that is conducive to learning for all students with a specific focus on ELL and ESE population. `1a`

🔍 G085377

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA Achievement District Assessment	65.0

Targeted Barriers to Achieving the Goal `3`

- Lack of language curriculum to build language as well as academic communication.
- Standards based goal setting for ESE students.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Coach support for ELL teachers and interventionists.
- Targeted curriculum for Language interventions.
- Online academic vocabulary development program.
- Consistent progress monitoring.
- I-Ready Diagnostic Profile
- Full time RCS support for ESE teachers.
- Targeted curriculum to support ESE instruction.

Plan to Monitor Progress Toward G1. `8`

I-Ready progress monitoring and bi-weekly/weekly review of targeted progress monitoring by Leadership team and data chats with teachers.

Person Responsible
Amy Ater

Schedule
Monthly, from 9/13/2016 to 5/23/2017

Evidence of Completion
Students demonstrate effective language skills and use of academic vocabulary on various assessments.

G2. Sunrise will effectively and efficiently support staff in understanding and implementation of standards through planning, collaboration and professional development. `1a`

🔍 G085378

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	57.0

Targeted Barriers to Achieving the Goal `3`

- Full understanding of the reading/math standards, rigor associated, change of curriculum delivery , minimal use of nontraditional resources.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional coaches available during grade level PLC's.

- Trained interventionist to provide quality intervention instruction.

- MTSS committee to support teachers and assist in identifying gaps in learning.

- County provided professional development.

- Additional resources purchased to support instruction.

- Vertical councils that review, analyze, and implements instructional strategies based on school wide data.

- Instructional coaches and administration provide relevant feedback.

Plan to Monitor Progress Toward G2. `8`

PLC's are using common assessments, common planning and analyzing data to drive instructional decisions.

Person Responsible
Amy Ater

Schedule
Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion
PLC minutes, Professional development sign-in sheets, and grade level compiled data.

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. Create an environment that is conducive to learning for all students with a specific focus on ELL and ESE population. 1

🔑 G085377

G1.B1 Lack of language curriculum to build language as well as academic communication. 2

🔑 B227051

G1.B1.S1 Monitor ELL Tier 2 instruction for fidelity and effectiveness resulting in a 3% decrease in level 1 students. 4

🔑 S239569

Strategy Rationale

The ELL population will grow in confidence in language communication, resulting in improvement on the Florida Standards Assessment.

Action Step 1 5

Using a tiered intervention approach, students will be identified by ability and participate in a targeted language intervention providing on-going monthly training and coach support.

Person Responsible

Erin Cummings

Schedule

Daily, from 8/10/2016 to 5/23/2017

Evidence of Completion

Attendance Logs and Progress Monitoring

G1.B1.S3 Coupled with ELL interventions, classroom teachers will collaborate and monitor student progress of interventions to increase or decrease intervention needs. 4

🔑 S239571

Strategy Rationale

Build a collaborative approach to develop student use of language for communication

Action Step 1 5

Along with classroom ELL strategies, teachers will monitor student progress, providing input on increase or decrease of language intervention.

Person Responsible

Erin Cummings

Schedule

Monthly, from 9/6/2016 to 5/23/2017

Evidence of Completion

G1.B3 Standards based goal setting for ESE students. 2

🔑 B227053

G1.B3.S1 Monitor and tailor instruction using standards based assessment to decrease level 1 students by 3%. 4

🔑 S239572

Strategy Rationale

Increase rigor and student achievement on Florida Standards Assessment.

Action Step 1 5

VE teachers will review I-Ready Progress Monitoring and other standards based assessments to develop student IEP goals.

Person Responsible

Amy Ater

Schedule

Quarterly, from 9/2/2016 to 5/30/2017

Evidence of Completion

Action Step 2 5

VE teachers will participate in PLC data review and Vertical Council data review meetings.

Person Responsible

Erin Cummings

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

G2. Sunrise will effectively and efficiently support staff in understanding and implementation of standards through planning, collaboration and professional development. `1`

🔑 G085378

G2.B1 Full understanding of the reading/math standards, rigor associated, change of curriculum delivery , minimal use of nontraditional resources. `2`

🔑 B227054

G2.B1.S1 Deconstruct and monitor reading and math standards to improve instruction through PLCs, Guided Reading and Professional Development, resulting in a 4% ELA increase and 3% math increase. `4`

🔑 S239574

Strategy Rationale

Teachers will build their knowledge base by deconstructing standards, collaboratively plan and align goals to new assessment requirements.

Action Step 1 `5`

Increase teacher participation in monitoring progress towards student growth through biweekly PLC training and support.

Person Responsible

John Campbell

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

At least 80% attendance at Data Chat, also monitoring for participation and data chats through PLC minutes and classroom walkthroughs.

Action Step 2 `5`

Increase teacher collaboration through guided team planning by school coaches focusing topics such as proficiency scales, learning target and formative assessments. In addition, monthly vertical articulation by subject area.

Person Responsible

Erin Cummings

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC minutes, Council Minutes, Professional Development Sign in sheets, Data Chats

Action Step 3 `5`

Develop guided reading groups using data analysis in PLC and collaborating with colleagues.

Person Responsible

Amy Ater

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Lesson plans will reflect guided reading groups and times to be observed in walkthrough observations.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Administration and lead team will monitor PLC Attendance, provide feedback on PLC Notes and conduct classroom walkthroughs.

Person Responsible

John Campbell

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Administrative walkthrough observations. Also, grade levels will debrief after units are taught and provide reflections.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Teachers will be surveyed for professional development needs, feedback will be provided on PLC notes and teachers will meet with administration for data chats.

Person Responsible

Amy Ater

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Scheduled PLC, attendance sheets, PLC notes

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.MA1 🔍 M317748	I-Ready progress monitoring and bi-weekly/weekly review of targeted progress monitoring by...	Ater, Amy	9/13/2016	Students demonstrate effective language skills and use of academic vocabulary on various assessments.	5/23/2017 monthly
G1.B1.S1.A1 🔍 A310182	Using a tiered intervention approach, students will be identified by ability and participate in a...	Cummings, Erin	8/10/2016	Attendance Logs and Progress Monitoring	5/23/2017 daily
G1.B1.S3.A1 🔍 A310183	Along with classroom ELL strategies, teachers will monitor student progress, providing input on...	Cummings, Erin	9/6/2016		5/23/2017 monthly
G2.MA1 🔍 M317751	PLC's are using common assessments, common planning and analyzing data to drive instructional...	Ater, Amy	8/10/2016	PLC minutes, Professional development sign-in sheets, and grade level compiled data.	5/30/2017 monthly
G1.B3.S1.A1 🔍 A310184	VE teachers will review I-Ready Progress Monitoring and other standards based assessments to...	Ater, Amy	9/2/2016		5/30/2017 quarterly
G1.B3.S1.A2 🔍 A310185	VE teachers will participate in PLC data review and Vertical Council data review meetings.	Cummings, Erin	8/10/2016		5/30/2017 biweekly
G2.B1.S1.MA1 🔍 M317749	Teachers will be surveyed for professional development needs, feedback will be provided on PLC...	Ater, Amy	8/10/2016	Scheduled PLC, attendance sheets, PLC notes	5/30/2017 monthly
G2.B1.S1.MA1 🔍 M317750	Administration and lead team will monitor PLC Attendance, provide feedback on PLC Notes and conduct...	Campbell, John	8/10/2016	Administrative walkthrough observations. Also, grade levels will debrief after units are taught and provide reflections.	5/30/2017 biweekly
G2.B1.S1.A1 🔍 A310186	Increase teacher participation in monitoring progress towards student growth through biweekly PLC...	Campbell, John	8/10/2016	At least 80% attendance at Data Chat, also monitoring for participation and data chats through PLC minutes and classroom walkthroughs.	5/30/2017 biweekly
G2.B1.S1.A2 🔍 A310187	Increase teacher collaboration through guided team planning by school coaches focusing topics such...	Cummings, Erin	8/10/2016	PLC minutes, Council Minutes, Professional Development Sign in sheets, Data Chats	5/30/2017 monthly
G2.B1.S1.A3 🔍 A310188	Develop guided reading groups using data analysis in PLC and collaborating with colleagues.	Ater, Amy	8/10/2016	Lesson plans will reflect guided reading groups and times to be observed in walkthrough observations.	5/30/2017 biweekly

V. Professional Development Opportunities

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

G1. Create an environment that is conducive to learning for all students with a specific focus on ELL and ESE population.

G1.B1 Lack of language curriculum to build language as well as academic communication.

G1.B1.S1 Monitor ELL Tier 2 instruction for fidelity and effectiveness resulting in a 3% decrease in level 1 students.

PD Opportunity 1

Using a tiered intervention approach, students will be identified by ability and participate in a targeted language intervention providing on-going monthly training and coach support.

Facilitator

Rebecca Stevens

Participants

K-5 Classroom Teachers

Schedule

Daily, from 8/10/2016 to 5/23/2017

G2. Sunrise will effectively and efficiently support staff in understanding and implementation of standards through planning, collaboration and professional development.

G2.B1 Full understanding of the reading/math standards, rigor associated, change of curriculum delivery , minimal use of nontraditional resources.

G2.B1.S1 Deconstruct and monitor reading and math standards to improve instruction through PLCs, Guided Reading and Professional Development, resulting in a 4% ELA increase and 3% math increase.

PD Opportunity 1

Increase teacher participation in monitoring progress towards student growth through biweekly PLC training and support.

Facilitator

Erin Cummings

Participants

All K-5, ASD teachers and Block Teachers

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

PD Opportunity 2

Increase teacher collaboration through guided team planning by school coaches focusing topics such as proficiency scales, learning target and formative assessments. In addition, monthly vertical articulation by subject area.

Facilitator

Erin Cummings, Melissa Henry, Kodie Petrangeli

Participants

All K-5 Teachers, Block Teachers and ASD Teachers

Schedule

Monthly, from 8/10/2016 to 5/30/2017

PD Opportunity 3

Develop guided reading groups using data analysis in PLC and collaborating with colleagues.

Facilitator

Kodie Petrangeli

Participants

K-5 Classroom Teachers

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

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	Using a tiered intervention approach, students will be identified by ability and participate in a targeted language intervention providing on-going monthly training and coach support.	$0.00
2	G1.B1.S3.A1	Along with classroom ELL strategies, teachers will monitor student progress, providing input on increase or decrease of language intervention.	$0.00
3	G1.B3.S1.A1	VE teachers will review I-Ready Progress Monitoring and other standards based assessments to develop student IEP goals.	$0.00
4	G1.B3.S1.A2	VE teachers will participate in PLC data review and Vertical Council data review meetings.	$0.00
5	G2.B1.S1.A1	Increase teacher participation in monitoring progress towards student growth through biweekly PLC training and support.	$0.00
6	G2.B1.S1.A2	Increase teacher collaboration through guided team planning by school coaches focusing topics such as proficiency scales, learning target and formative assessments. In addition, monthly vertical articulation by subject area.	$0.00
7	G2.B1.S1.A3	Develop guided reading groups using data analysis in PLC and collaborating with colleagues.	$0.00
		Total:	$0.00