

The School District of Palm Beach County

# Sunrise Park Elementary School



2017-18 Schoolwide Improvement Plan

# Sunrise Park Elementary School

19400 CORAL RIDGE DR, Boca Raton, FL 33498

<https://spes.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	32%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

## School Grades History

<b>Year</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Grade</b>	A	A	A*	A

*\*Informational Baseline School Grade*

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

## School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

## 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Sunrise Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The Sunrise Park Elementary School community is dedicated to providing a high-quality education with excellence that empowers all of our students to reach their academic potential. Our staff is committed to promoting the knowledge and skills necessary for students to be global citizens who are college and career ready.

##### b. Provide the school's vision statement.

At Sunrise Park Elementary, every student will receive differentiated instruction across all curriculum areas. As a school, small group work will continue to be our focus. Reading and writing will occur throughout the school day and not just during specified curriculum times. Sunrise Park staff are truly committed to their own professional growth in order to ensure that we meet the needs of our diverse student population. Sunrise Park will continue to offer an inclusive learning environment where all students' needs and abilities are accepted and furthermore celebrated. Enrichment activities will be offered across a variety of areas and settings, based upon student needs and personal interests, in order to further develop a strong love of learning within our student population.

#### 2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust with guest speakers, visits to relevant museums, exposure to specific literature titles centered around the Holocaust studies
- History of Africans and African Americans presented with guest speakers, exposure to specific titles centered around the study of African and African American figures.
- Hispanic Contributions presented with guest speakers, exposure to specific titles centered around the study of Hispanic figures.
- Women's Contributions presented with guest speakers, exposure to specific titles centered around the study of women and their contribution to a variety of fields. .
- Sacrifices of Veterans with guest speakers, special projects, exposure to specific curriculum titles and activities centered around the sacrifices of veterans, fifth graders also visit the nations capitol.

Sunrise Park addresses Single School Culture by utilizing School-Wide Positive Behavior Systems (SWPBS) to establish a positive culture that highlights student and staff achievements. Our R.I.S.E. committee, consisting of teachers, staff, and parents, contribute to the success of the program. At monthly faculty meetings, the R.I.S.E. committee provides updates and relevant data to the staff. This is used to drive decisions made regarding the improvement of our school climate. Sunrise Park recognizes the successes of our students and staff, which promotes a positive school climate. School-wide events identify and engage school community stakeholders, SAC, PTA, and aftercare staff and members. Our supportive PTA contributes to the positive climate of the school and encourages community involvement through a variety of school events. The school encourages the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students. Sunrise Park embeds cultural activities within curriculum and daily course work such as Reading selections, writing prompts, guest speakers, and student research projects.

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

At Sunrise Park, students feel safe and respected in all areas of the school and in all settings throughout the day. Students are supported in a variety of ways, providing guidance in small-group settings that are determined based on the social and emotional needs of the students. Such groups include lunch bunch, divorce, grievance and social skills groups. There are also many supports available to students through school-based and community resources that include Listen to Children mentors, other outside agencies, as well as Sunrise Park's mentoring program. The school articulates, demonstrates, and teaches the specific practices that reflect the application of Sunrise Park's R.I.S.E. (SwPBS) program to the contexts students will encounter before, during, and after school. Students are rewarded for displaying the weekly R.I.S.E. traits. These traits are expected to be followed in all areas of the campus at all times before, during, and after school. The school involves non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors. The R.I.S.E. committee meets monthly to review data and make improvements to our school wide system whenever necessary. Administration provides professional development through the Marzano Domain 4 to improve collegiality and promote a positive environment. In addition, there are pre and post conferences between the administration and the teachers that provide the most productive and supportive process of instruction.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

**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.**

Sunrise Park has established an elaborate SwPBS program called R.I.S.E. The school teaches the matrix of behavior expectations to ensure students and families are aware of school expectations. Assemblies are conducted twice a year to both students and parents and the matrix is provided in the students' planners for their reference. The R.I.S.E. team reviews classroom data to ensure students are engaged while in class. The school ensures differentiation of instruction is taking place to meet the needs of all learners. Teachers will convey and review expectations for each learning activity. The teachers and staff constantly make references to Universal Guidelines and behavioral expectations when providing students with positive feedback. Students are recognized weekly on our morning news program called WSUN. The guidance counselor develops and implements a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the behavior standards: learning strategies, self-management skills, and social skills

that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

**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.**

Sunrise Park ensures the social-emotional needs of all students are being met through various services. The School Based Team meets weekly to discuss students with barriers to academic and social success. Mentors are assigned to students identified with concerns. The school connects students with outside agencies who have cooperative agreements on campus. Sunrise Park engages with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student and school needs. The school includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Staff members utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Sunrise Park utilizes data systems such as EDW and SAGES to identify students who have attendance, behavioral or academic concerns. Attendance is reviewed and contact is made with the home. After 15 days, a meeting is requested with the School Based Team (SBT) to develop a plan to get the child to school. Suspensions are not a major issue at Sunrise Park but, when there is a reoccurring situation, each case is dealt with specifically. Students who are referred to SBT are assessed to determine if the academic process is hindered by their attendance and/or behavior. Level 1 students are identified through EDW/Performance Matters for both state and county standardized assessments in Math and English Language Arts.

**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	11	10	12	16	13	18	0	0	0	0	0	0	0	80
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	21	25	25	36	28	40	0	0	0	0	0	0	0	175
Level 1 on statewide assessment	0	0	0	23	16	35	0	0	0	0	0	0	0	74

**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	5	4	4	21	17	32	0	0	0	0	0	0	0	83

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

Students are identified from the data collected from the EDW reports. This data then determines the students that would receive iiii, SAI, tutorials, LLI, Foundations, Wilson, and other supplemental services offered by SPES. Parents are notified, participate in a parent/teacher conference and help to develop a Progress Monitoring Plan in conjunction with the classroom teacher and support team. Students are then brought to the School Based Team to begin the Response to Intervention process. This occurs for all students in the school regardless of the amount of the early warning indicators. After participating in supplemental and intensive intervention, students may then be referred to the Child Study Team if the data warrants further investigation of the academic, behavioral, language or emotional weaknesses.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 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.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

#### 1. PFEP Link

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

#### 2. Description

Sunrise Park solicits feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. SPES strives to ensure that non-threatening methods of introducing parents to teachers and administrators are accessible through Meet the Teacher, curriculum nights, parent teacher conference and school based team meetings. Our school offers fun, interactive tutorials to parents who are unfamiliar with Edline. Parents are exposed to a variety of educational technology. The administrative team communicates classroom and school news to parents through newsletters, Edline, parent link call outs, text messages, emails, Facebook, Twitter and a new Sunrise Park app for android and iPhone users. The school offers mentoring for beginning teachers concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings. Sunrise Park teachers send positive notes and letters and makes phone calls home as a means to keep the lines of communication open among out stakeholders.

85% of our parent population will attend Curriculum Night and Literacy Night.

90% of the parents of ELL will attend the PLC meetings offered two times during the school year.

90% of the parents of SWD will attend their annual IEP meeting

100% of the parents of students performing below grade level will attend at least one parent conference

### 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 Park has may business partnerships throughout the community. The support of these businesses are recruited and maintained by SAC, PTA, and administration. They are a continuous support system that provide financial assistance to school programs that enhance the students' academic curriculum and positively impact student achievement. Our business partners support the many academic, social and emotional programs that exist at Sunrise Park. We also write many and secure many grants to help fund a variety of supplemental programs. Grant awards FY 17 are as follows:

Donorschoose.org, Dollar General Literacy grants and Boca Raton Chamber of Commerce Golden Bell Awards.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Steiger, Alicia	Principal
Collier , Margaret	Assistant Principal
Marschke, Dina	Teacher, K-12
Raciti , Sabrina	Teacher, K-12
Marcus , Robyn	Other
Kim, Anne	School Counselor
Sorel , Elissa	Teacher, K-12
Perlowitz, Shari	Teacher, K-12
Quinones, Amanda	Teacher, K-12
Mendoza, Marcela	Teacher, K-12
Lillie , Anna	Teacher, ESE
Versage, Jason	Teacher, K-12

**b. Duties**

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

The school-based RTI Leadership Team is comprised of the following members: Alicia Steiger, Principal, Margaret Collier, Assistant Principal, Lisa Newman, ESE contact, Paige Collins, ELL contact, Karen Garland, School Psychologist, the designated classroom teacher, Theresa Church, Supplemental Academic Instruction Teacher, Deena Taitelbaum, SBT Leader, AnaLee Ehrlein, ESE Teacher, Anne Kim, Guidance Counselor, and Norwood Byrd, the Behavior Interventionist Associate and any additional ESE personnel or support team members that work with or could provide information regarding a specific program.

Alicia Steiger, the Principal of Sunrise Park Elementary provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place. SBT is a process that is in place to address and monitor subsequent academic, language, behavioral and social needs of our students. The School Based Team (SBT)/Response to Intervention (Rtl) Team is implementing Rtl processes. Each year an assessment of Rtl skills of school staff is conducted. The fidelity of implementation of intervention support is documented throughout the school year through faculty meetings, weekly SBT meetings and professional development sessions. Adequate professional development is implemented in order to support Rtl implementation and ensure that effective communication with parents regarding school-based Rtl plans and activities occurs in a timely and consistent manner.

The Assistant Principal, Margaret Collier: supports the principal in all endeavors listed above.

The ESE Contact, Lisa Newman, and the ELL Contact, Paige Collins: assist in analyzing the data and providing support to teachers in regards to ESE and/or ESOL strategies.

Karen Garland, our School Psychologist, participates in collection, interpretation, and analysis of data, facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver supplemental instruction/intervention, collaborates with other staff to implement supplemental interventions, and integrates Tier 1 materials/ instruction with both supplemental and intensive activities.

Deena Taitelbaum, the SBT Team Leader, develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Theresa Church, Supplemental Academic Instruction Teacher: facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data driven instructional planning; supports the implementation of supplemental and intensive plans, conducts additional reading assessments as necessary to provide the team with more specific data points and information about specific reading strategies and skills observed in specific students.

Anne Kim, Guidance Counselor/SBT Team Leader: Supports students who display need in the areas of behavior and emotionality. In addition to providing interventions, she works with outside agencies to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

AnaLee Ehrlein an ESE teacher and Norwood Byrd, the Behavior Interventionist, assists the guidance counselor in supporting students who display need in the areas of social and emotional behavior. They provide interventions and support teachers and families to ensure the child's academic, emotional, behavioral, and social successes.

**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.**

Sunrise Park Elementary offers students a tiered model of delivery of instruction (core, supplemental, intensive)

Students can participate in instructional activities through iii, intensive classes, and tutorial programs. The School Based Team meets weekly on Wednesdays to discuss students who are currently receiving interventions through the MTSS process. The SWPBS is comprised of teachers and staff members across a variety of grade levels. This team has established a common set of norms for appropriate and positive behavior. The positive behavioral expectations are clearly conveyed to

students through our common language and also through the implementation of SWPBS lessons developed around our R.I.S.E. expectations. Students are brought together in grade level assemblies where school wide expectations are reviewed at various points of the school year.

The school-based MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The School Based Team will utilize the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

- 1) Problem Identification entails identifying the problem and the desired behavior for the student.
- 2) Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- 3) Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- 4) Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education

An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers.

Our school integrates Single School Culture by sharing universal guidelines for success following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring R.I.S.E. (Respect and Responsibility Invites a Safe Environment), our School Wide Positive Behavior Support Plan. We update our action plans through Learning Team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and the implementation of SWPBS programs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Deena Taitelbaum	Teacher
Alicia Steiger	Principal
Tracy Larson	Teacher
Anne Kim	Teacher
Danielle Basilone	Business/Community
Rosanne Lasorsa	Education Support Employee
Genarina Guzman-Castillo	Parent
Tony Fineman	Parent
Elizabeth Joseph	Parent
Silvia Gerov	Parent
Jessica Sanchez	Parent
Lisa Austein	Parent
Terese Cobey	Parent

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The School Advisory Council assists in developing and monitoring the effectiveness of the School Improvement Plan. They meet monthly to discuss budgetary proposals, professional development activities and a variety of topics relevant to the daily operations and instructional processes of Sunrise Park Elementary.

*b. Development of this school improvement plan*

Our SAC aids in the development of our yearly School Improvement Plan. The SAC meets monthly and continuously reviews academic data throughout the school year to ensure that our SIP goals are strongly correlated to the academic needs of our students. The SAC discusses and approves expenditures directly related to our annual School Improvement goals. They brainstorm ways to improve student achievement throughout the school year. The SAC is active in developing the annual budget for the School Improvement Plan.

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

The SAC does not receive funding through the annual school budget. School Improvement dollars, provided by the Florida Department of Education, are used to cover some expenses related to the School Improvement Plan. During the FY 17 school year, SIP funds (\$600.00) were used to assist teachers in completing their gifted endorsement classes so that highly qualified teachers are the lead instructors in our enrichment classes. We also purchased Top Score curriculum sets for students in grades 4 and 5 (\$2400.00)

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

Section 1001.42 (18) (c) F.S. requires district school boards to "provide funds to schools for developing and implementing school improvement plans. Such funds shall include those funds appropriated for the purpose of school improvement pursuant to Section 24.121. (5) (c) F.S. These

funds may be used on programs/projects selected by the SAC and may not be used for capital improvement or any project/program that has a duration of more than one year. A SAC may always decide that a project or program formerly funded with school improvement funds should receive funds in a subsequent year. Projects and amounts FY 18 are projected to be as follows:

Top Score Writing Program for Grade 4 & 5

**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
Steiger, Alicia	Principal
Church, Teresa	Teacher, K-12
Falk , Rhonda	Teacher, K-12
Taitelbaum, Deena	Teacher, ESE
Collier , Margaret	Assistant Principal
Gollin, Melissa	Teacher, K-12
Winikoff, Ellen	Other
Lillie , Anna	Teacher, ESE
Quinones, Amanda	Teacher, K-12
Horn, Lisa	Instructional Media
Hughes, Kelly	
Lazarus, Sarah	Teacher, K-12

**b. Duties**

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

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home in the process. This is a continuous process throughout the entire school year.

During the 2015-16 school year, the LLT will help the administrative team with the implementation of the Book of the Month Club. Each month a different selection will be presented to the SPES community to highlight a particular character trait or problem solving method. Teachers will be provided with this title and asked to share this story with their classes in order to discuss the authors craft/structure, the plot/problem of the story and the lesson learned or the theme of this particular story. This initiative will help to promote a love of reading both within school and within the home. A letter introducing each title will be sent home to our SPES homes to encourage parents/caregivers to discuss these special titles and their messages with our children.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Sunrise Park uses Professional Learning Communities to promote a positive working environment. These meetings build relationships where teachers collaborate for best practices for instruction, review student artifacts and data. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through PLC's. Our master schedule has been designed to provide consistent time for teachers to meet by common content. Research based protocols are utilized to focus the meetings on the students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and service providers as appropriate. Collaborative planning time is used productively and reflected in general and special education staff schedules . Instructional plans are monitored regularly by school administrators.

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

Sunrise Park Elementary partners with the local universities to host intern and practicum students on our school site. Administrators and members of the leadership team participate in job fairs hosted by the School District of Palm Beach County. Administrators work hand in hand with personnel at the SDPBC Recruitment and Retention office to attract highly qualified and dedicated candidates to Sunrise Park whenever there are instructional vacancies. A cohesive Educator Support Program has been developed to ensure that mentoring occurs for new teachers and any teachers that have changed instructional positions. School principal maintains regular contact with designated recruiter to improve talent acquisition effectiveness. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the desired position.

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

Through the ESP program, we provide our novice teachers with frequent professional development activities. Monthly meetings are provided by our lead ESP teacher to ensure ongoing support throughout the school year.

ESP lead mentor meets with these teachers in small groups and individualized settings to provide support with data analysis, teaching strategies/methods and the Marzano teacher evaluation model. Conferencing and planning occurs through Learning Team Meetings/Professional Learning Communities, Professional Development in-service opportunities and common planning. The following activities are included in the ESP program at Sunrise Park Elementary to ensure a successful first year:

1. The mentors and mentee will meet weekly for the first few months of school to review the mentees plans, provide guidance and answer questions.
2. The mentors and mentee will meet biweekly starting in November.

3. The mentee will visit the mentors' classroom to observe the mentor model effective instruction.
4. The mentor will informally observe the mentee teacher and provide feedback at least once a semester.
5. The Marzano Liasion will meet with the new teachers and ensure that they receive professional development training regarding our teacher evaluation system and iObservation system. She will also assist teachers with the development of their professional growth plans.
6. Job embedded professional development opportunities (i.e. coach ins, modeling of lessons, sharing of best practices etc) will be provided continuously throughout the school year.
7. School personnel are engaged in systematic mentoring, coaching and induction program that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.
8. Mentors are selected and pairings are established based upon common curriculum areas, grade level assignments and specific teacher attributes.

## 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.**

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing and math curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

The administrative team works in conjunction with the Professional Development Team in order to deliver timely in-service opportunities centered around the rigor of the new Florida Standards. We collaborate with area and district personnel to provide opportunities for instructional rounds, classroom walkthroughs, in class coaching and modeling, grade level professional development activities centered around unpacking standards, reviewing the item specifications and ensuring that the components of balanced literacy are in place and being delivered with fidelity.

#### 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.**

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. Specially designed instruction is designed to meet the needs of our exceptional student education (ESE) students.

Sunrise Park uses the Rtl process, tutorials and enrichment opportunities, triple i, and small-group instruction in order to differentiate instruction for our students. The school ensures every teacher contributes to literacy improvement of every student. The school will hold meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts/Math Florida Standards (LAFS and MAFS). Sunrise Park utilizes a balanced literacy approach that includes whole group, small group, independent reading and one-on-one instruction based on student needs. The school has created a schedule with an uninterrupted 90 minute reading block as well as a 45-60 minute writing block. Sunrise Park analyzes data to provide iii instruction based on student needs. The school also provides instruction aligned with the LAFS/MAFS for their grade level as well as resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction). Sunrise Park administers assessments which measure instructed standards. Teachers monitor progress of the class and grade level during Professional Learning Communities, conduct data chats with students, participate in administrative/teacher data chats at multiple times throughout the school year, create units of study based on current data and student needs, and choose methods of instruction based on the needs of students (modeled, guided practice, inquiry). In addition, students self-select texts based on RRR levels and receive push-in/pull out services for ESE/ELL as denoted through their IEP/ELL plans. Teachers provide LLI (Leveled Literacy Intervention) instruction, foundations/wilson instruction and develop anchor charts to remind students of pertinent teaching points and instructional strategies. Triple i groups are fluid in grades K-5 to ensure that every student receives reading instruction that meets his/her specific and diverse needs. Teams meet every 8 weeks to review progress in triple i and to make instructional changes based upon participation and progress in this specialized literacy block.

***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:** 1,560

Club Discovery has been in place the past six years at Sunrise Park Elementary. This program offers an extended school day to many of our students that comprise our lowest 25% of the student population. Many students receive ESE and/or ELL services and the majority of the students reside in subsidized housing. This program kicks off in December each school year and runs through April. Students receive small group instruction and individualized instruction in both reading and math. The program runs on Tuesdays and Thursdays from 2:15-4:30 PM. The instructors use research based programs such as iReady, the Wilson Reading Program and Tenmarks in order to provide specific and individualized instruction to the club participants. Students are given the opportunity to access a variety of technology based programs that they may not have the ability to access in their homes.

***Strategy Rationale***

The students chosen to participate in this program are selected based on data and the need for individualized instruction and remediation.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Steiger, Alicia, [alicia.steiger@palmbeachschools.org](mailto:alicia.steiger@palmbeachschools.org)

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

Our SPES team has the opportunity to run a variety of reports available in our EDW (Education Data Warehouse) and Unify systems throughout the school year in order to closely monitor this group of students and their performance on the K-4 literacy assessment, FSQ's and USA's, iReady, the district diagnostic assessments and the spring FSA.

**Strategy:** Summer Program

**Minutes added to school year:** 4,320

Camp Discovery was implemented the summer of 2015 for our students enrolled in grades K-3. This camp experience provided our ELL students with the opportunity to come to school for three weeks (Monday-Thursday) in order to participate in a variety of literacy based experiences in order to prevent the "summer slide." Research based programs such as Leveled Literacy Intervention and Wilson were used in small groups to provide students with intense reading and phonics instruction. In the afternoon, the students were provided the opportunity to participate in rich, educational hands on experiences through a variety of field trips. These experiences were then used to springboard writing activities and journaling the next day. Small group instruction occurs in reading, math and writing during this summer program. A hands on and personalized approach is taken when designing and executing activities for this program.

### ***Strategy Rationale***

This population often does not qualify for supplemental summer programs and come from homes where summer camp and tutorial experiences are not feasible due to their low socio economic status. This supplemental academic program fosters strong relationships with our staff, exposes students to a variety of rich language based experiences and helps to decrease the typical summer slide that occurs when students do not read consistently over the summer.

### ***Strategy Purpose(s)***

- Core Academic Instruction

### ***Person(s) responsible for monitoring implementation of the strategy***

Steiger, Alicia, alicia.steiger@palmbeachschools.org

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

A running reading record was given at the onset of the program and again before the students completed the program to measure growth. We are expecting to run this program again during the summer of 2018. A pre/post test is given at the beginning and end of the Camp Discovery program to track student progress.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The Sunrise Park team connects with private pre-school sites to ensure that parents are aware of the requirements for kindergarten. The team conducts marketing presentations to local pre schools to discuss the new national standards, pre-kindergarten readiness skills, our enrichment program and a variety of ESE programs that are available at Sunrise Park Elementary. We also hold a Kindergarten Round Up program in May to ensure that parents are equipped with a variety of pertinent information prior to transitioning to Sunrise Park Elementary. We also use social media (an official Facebook page, Twitter, school App) as well as Edline, our home-school communication software program to promote such events.

## 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.**

Several initiatives and programs have been established at Sunrise Park to foster a college readiness culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. The school seeks-out assistance by writing grants to obtain funding for many of these programs and initiatives such as K-3 enrichment classes, Club and Camp Discovery, Chess Club, Band and percussion ensembles and other tutorial programs.

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

N/A

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

N/A

**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.**

N/A

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we deliver relevant and effective instruction to meet the needs of all students then we will increase reading on grade level by grade 3.

## Strategic Goals Detail

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

**G1.** If we deliver relevant and effective instruction to meet the needs of all students then we will increase reading on grade level by grade 3. **1a**

G094868

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement - Grade 3	95.0
FSA ELA Achievement - Grade 3	79.0
FSA ELA Achievement	80.0
FSA Mathematics Achievement	82.0

**Targeted Barriers to Achieving the Goal** **3**

- We have a challenge with collecting accurate data which impacts the planning of instruction designed to meet the various needs of our students.

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

- Leveled Literacy Intervention, Foundations, Fountas and Pinnell Prompting Guides for Fiction and Non-Fiction, varied professional texts will be used as a focus of PD opportunities. Titles include "Teaching Reading in Small Groups" and the "Reading Strategies Book" by Jennifer Serravallo, "Catching Readers Before They Fall K-4" by Johnson and Keier, "Who's Doing the Work" by Jan Burkins and Kim Yaris and Number Talks by Sherry Parrish. Additional resources include PD notebooks, Units of Study/CKLA resources, Literacy Cohort and Math District Professional Developers and materials, PD offerings focused on small group instruction, and Professional Learning Communities (PLC) meeting consistently.

**Plan to Monitor Progress Toward G1.** **8**

Review of student data, classroom observations, performance-based tasks, diagnostic data, classroom assessments, iObservation

**Person Responsible**

Alicia Steiger

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

Student achievement 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.** If we deliver relevant and effective instruction to meet the needs of all students then we will increase reading on grade level by grade 3. **1**

G094868

**G1.B5** We have a challenge with collecting accurate data which impacts the planning of instruction designed to meet the various needs of our students. **2**

B255205

**G1.B5.S1** Provide instructional staff with a variety of professional learning opportunities that deepen their understanding on how to plan and deliver effective instruction to meet the needs of all students. **4**

S269669

### Strategy Rationale

If we develop the capacity of our teachers in the areas of using data to drive instruction, planning instruction and differentiating learning opportunities, then student outcomes will improve.

### Action Step 1 **5**

Professional development will be provided throughout the school year on the use of small group instruction using a variety of resources.

#### Person Responsible

Alicia Steiger

#### Schedule

Monthly, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

Agendas, sign-in sheets, PD notebooks

### Action Step 2 **5**

Teachers will engage in ongoing collaboration meetings, PLC's, where effective small group teaching strategies are shared and reviewed.

#### Person Responsible

Alicia Steiger

#### Schedule

Biweekly, from 9/4/2017 to 6/1/2018

#### Evidence of Completion

Agendas and meeting minutes, observations during small group Reading and Math instruction

### Action Step 3 5

Literacy Cohort Contacts will provide teachers with support and guidance during PLCs to ensure they are equipped with the tools to plan learning opportunities that will meet the various needs of our students.

#### **Person Responsible**

Alicia Steiger

#### **Schedule**

Biweekly, from 8/21/2017 to 6/1/2018

#### **Evidence of Completion**

Agendas and meeting minutes, observations during small group Reading

### Action Step 4 5

Grade levels will work together during PLC's to establish answers to RRR questions.

#### **Person Responsible**

Alicia Steiger

#### **Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Students RRR, EDW

### Action Step 5 5

PLC's and CKLA professional development opportunities will be utilized to ensure standards based planning is occurring with CKLA implementation K-3.

#### **Person Responsible**

Alicia Steiger

#### **Schedule**

Biweekly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Student evidence of DBQ's, domain assessments, PLC agendas/minutes

**Action Step 6** 5

Teachers will participate in a Top Score Writing Professional Development Opportunity.

**Person Responsible**

Alicia Steiger

**Schedule**

On 8/17/2017

***Evidence of Completion***

**Action Step 7** 5

PD will take place during PLC's and through Math Champions Cadre trainings.

**Person Responsible**

Alicia Steiger

**Schedule**

Biweekly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

Agendas and meeting minutes

**Action Step 8** 5

Provide professional development to all math teachers centered around the implementation of daily number talks through PLCS.

**Person Responsible**

Alicia Steiger

**Schedule**

On 11/2/2017

***Evidence of Completion***

Training Materials, Lesson Plans incorporating number talks

### Action Step 9 5

Provide teachers with opportunities to effectively plan lessons, deliver effective instruction and monitor the progress of high achieving math students.

#### **Person Responsible**

Alicia Steiger

#### **Schedule**

Daily, from 8/14/2017 to 6/1/2018

#### ***Evidence of Completion***

### Action Step 10 5

Staff will utilize Foundations in small group reading groups in grades K-2. [copy]

#### **Person Responsible**

Alicia Steiger

#### **Schedule**

Monthly, from 8/21/2017 to 6/1/2018

#### ***Evidence of Completion***

Lesson Plans, iObservation, student achievement

### Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Leadership team members will participate in professional learning opportunities, conduct classroom walkthroughs and review lesson plans to ensure action steps are implemented with fidelity.

#### **Person Responsible**

Margaret Collier

#### **Schedule**

Monthly, from 9/25/2017 to 6/1/2018

#### ***Evidence of Completion***

Observation data collected through iObservation, and PD notebooks

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Ongoing review:  
classroom observations, student artifacts, performance-based tasks, diagnostic assessments,  
EDW/Performance Matters

**Person Responsible**

Alicia Steiger

**Schedule**

Monthly, from 9/25/2017 to 6/1/2018

***Evidence of Completion***

classroom walk-through data and student achievement data

**G1.B5.S2** Provide students with appropriate learning opportunities that will increase their engagement and support their academic success. 4

 S269670

### **Strategy Rationale**

If we determine what students need to be successful and provide them with personalized learning opportunities, then we will see improvements in student outcomes.

### **Action Step 1** 5

Provide students with opportunities to participate in the Accelerated Math Program to support the accelerated learning of achieving students.

#### **Person Responsible**

Alicia Steiger

#### **Schedule**

Daily, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Lesson Plans, informal observations

### **Action Step 2** 5

Provide students with focused standards-based math mini lessons so they are able to collaborate with one another and serve as supports as they learn new concepts.

#### **Person Responsible**

Alicia Steiger

#### **Schedule**

Daily, from 8/21/2017 to 6/1/2018

#### **Evidence of Completion**

Lesson plans indicating the mini lessons

**Action Step 3** 5

LLI will be used in small group settings such as classrooms, Club Discovery, and After Care tutorials.

**Person Responsible**

Alicia Steiger

**Schedule**

Daily, from 9/11/2017 to 6/1/2018

**Evidence of Completion**

LLI data, diagnostic data, FSA results

**Action Step 4** 5

Staff will utilize Foundations in small group reading groups in grades K-2.

**Person Responsible**

Alicia Steiger

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

Lesson Plans, iObservation, student achievement

**Plan to Monitor Fidelity of Implementation of G1.B5.S2** 6

Leadership will review lesson plans and conduct classroom walkkthroughs to ensure various student learning opportunities are being provided to meet the needs of students

**Person Responsible**

**Schedule**

Weekly, from 9/4/2017 to 6/1/2018

**Evidence of Completion**

Walkthrough notes, student feedback, lesson plan reviews

**Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7**

Leadership team will analyze student data to ensure the effectiveness of the actions and make adjustments to the plan as needed.

**Person Responsible**

Alicia Steiger

**Schedule**

Monthly, from 9/25/2017 to 6/1/2018

***Evidence of Completion***

Student data, feedback from teachers and students

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B5.S1.A6  A360314	Teachers will participate in a Top Score Writing Professional Development Opportunity.	Steiger, Alicia	8/17/2017		8/17/2017 one-time
G1.B5.S1.A8  A360316	Provide professional development to all math teachers centered around the implementation of daily...	Steiger, Alicia	11/2/2017	Training Materials, Lesson Plans incorporating number talks	11/2/2017 one-time
G1.MA1  M385037	Review of student data, classroom observations, performance-based tasks, diagnostic data, classroom...	Steiger, Alicia	8/21/2017	Student achievement data	6/1/2018 weekly
G1.B5.S1.MA1  M385033	Ongoing review: classroom observations, student artifacts, performance-based tasks, diagnostic...	Steiger, Alicia	9/25/2017	classroom walk-through data and student achievement data	6/1/2018 monthly
G1.B5.S1.MA1  M385034	Leadership team members will participate in professional learning opportunities, conduct classroom...	Collier , Margaret	9/25/2017	Observation data collected through iObservation, and PD notebooks	6/1/2018 monthly
G1.B5.S1.A1  A360309	Professional development will be provided throughout the school year on the use of small group...	Steiger, Alicia	8/21/2017	Agendas, sign-in sheets, PD notebooks	6/1/2018 monthly
G1.B5.S1.A2  A360310	Teachers will engage in ongoing collaboration meetings, PLC's, where effective small group teaching...	Steiger, Alicia	9/4/2017	Agendas and meeting minutes, observations during small group Reading and Math instruction	6/1/2018 biweekly
G1.B5.S1.A3  A360311	Literacy Cohort Contacts will provide teachers with support and guidance during PLCs to ensure they...	Steiger, Alicia	8/21/2017	Agendas and meeting minutes, observations during small group Reading	6/1/2018 biweekly
G1.B5.S1.A4  A360312	Grade levels will work together during PLC's to establish answers to RRR questions.	Steiger, Alicia	8/14/2017	Students RRR, EDW	6/1/2018 quarterly
G1.B5.S1.A5  A360313	PLC's and CKLA professional development opportunities will be utilized to ensure standards based...	Steiger, Alicia	8/14/2017	Student evidence of DBQ's, domain assessments, PLC agendas/minutes	6/1/2018 biweekly
G1.B5.S1.A7  A360315	PD will take place during PLC's and through Math Champions Cadre trainings.	Steiger, Alicia	9/18/2017	Agendas and meeting minutes	6/1/2018 biweekly
G1.B5.S1.A9  A360317	Provide teachers with opportunities to effectively plan lessons, deliver effective instruction and...	Steiger, Alicia	8/14/2017		6/1/2018 daily
G1.B5.S1.A10  A360318	Staff will utilize Foundations in small group reading groups in grades K-2. [copy]	Steiger, Alicia	8/21/2017	Lesson Plans, iObservation, student achievement	6/1/2018 monthly
G1.B5.S2.MA1  M385035	Leadership team will analyze student data to ensure the effectiveness of the actions and make...	Steiger, Alicia	9/25/2017	Student data, feedback from teachers and students	6/1/2018 monthly
G1.B5.S2.MA1  M385036	Leadership will review lesson plans and conduct classroom walkkthroughs to ensure various student...		9/4/2017	Walkthrough notes, student feedback, lesson plan reviews	6/1/2018 weekly
G1.B5.S2.A1  A360319	Provide students with opportunities to participate in the Accelerated Math Program to support the...	Steiger, Alicia	8/14/2017	Lesson Plans, informal observations	6/1/2018 daily
G1.B5.S2.A2  A360320	Provide students with focused standards-based math mini lessons so they are able to collaborate...	Steiger, Alicia	8/21/2017	Lesson plans indicating the mini lessons	6/1/2018 daily
G1.B5.S2.A3  A360321	LLI will be used in small group settings such as classrooms, Club Discovery, and After Care...	Steiger, Alicia	9/11/2017	LLI data, diagnostic data, FSA results	6/1/2018 daily

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*Sunrise Park Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S2.A4 A360322	Staff will utilize Foundations in small group reading groups in grades K-2.	Steiger, Alicia	8/21/2017	Lesson Plans, iObservation, student achievement	6/1/2018 monthly

## V. Professional Development Opportunities

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

**G1.** If we deliver relevant and effective instruction to meet the needs of all students then we will increase reading on grade level by grade 3.

**G1.B5** We have a challenge with collecting accurate data which impacts the planning of instruction designed to meet the various needs of our students.

**G1.B5.S1** Provide instructional staff with a variety of professional learning opportunities that deepen their understanding on how to plan and deliver effective instruction to meet the needs of all students.

### PD Opportunity 1

Professional development will be provided throughout the school year on the use of small group instruction using a variety of resources.

#### Facilitator

Grade level teams, professional development Cohort Coaches

#### Participants

instructional staff

#### Schedule

Monthly, from 8/21/2017 to 6/1/2018

### PD Opportunity 2

Literacy Cohort Contacts will provide teachers with support and guidance during PLCs to ensure they are equipped with the tools to plan learning opportunities that will meet the various needs of our students.

#### Facilitator

Grade Chairs

#### Participants

Grade level teachers

#### Schedule

Biweekly, from 8/21/2017 to 6/1/2018

### **PD Opportunity 3**

PLC's and CKLA professional development opportunities will be utilized to ensure standards based planning is occurring with CKLA implementation K-3.

#### **Facilitator**

CKLA Staff developers, team leaders, administration

#### **Participants**

All grade K-3 teachers

#### **Schedule**

Biweekly, from 8/14/2017 to 6/1/2018

### **PD Opportunity 4**

Teachers will participate in a Top Score Writing Professional Development Opportunity.

#### **Facilitator**

Lisa Collum, Director of Top Score Writing Curriculum

#### **Participants**

All grade 4 & 5 writing teachers

#### **Schedule**

On 8/17/2017

### **PD Opportunity 5**

PD will take place during PLC's and through Math Champions Cadre trainings.

#### **Facilitator**

Math Champion Cadre Participant

#### **Participants**

classroom teachers

#### **Schedule**

Biweekly, from 9/18/2017 to 6/1/2018

### **PD Opportunity 6**

Provide professional development to all math teachers centered around the implementation of daily number talks through PLCS.

**Facilitator**

Department of Curriculum

**Participants**

All Math teachers K-5

**Schedule**

On 11/2/2017

### **PD Opportunity 7**

Provide teachers with opportunities to effectively plan lessons, deliver effective instruction and monitor the progress of high achieving math students.

**Facilitator**

Math Curriculum Specialists

**Participants**

AMP teachers

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

### **PD Opportunity 8**

Staff will utilize Foundations in small group reading groups in grades K-2. [copy]

**Facilitator**

Department of Elementary Curriculum

**Participants**

All K-2 reading teachers

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

## VI. Technical Assistance Items

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