

Orange County Public Schools

# Sun Blaze Elementary



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

## 2017-18 Schoolwide Improvement Plan

## Sun Blaze Elementary

9101 RANDAL PARK BLVD, Orlando, FL 32832

<https://sunblazees.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	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 is pending approval by the Orange 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 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 Sun Blaze Elementary

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.

Mission:

To be the top producer of successful students in the nation.

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

Vision:

To lead our students to success with the support and involvement of families and the community.

#### 2. School Environment

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

The faculty and staff at Sun Blaze Elementary School is partnering with the school's PTA to provide several cultural awareness events throughout the school year. These events will help expose students to a variety of different cultures, so they can better understand the ideas, beliefs and values of people in their community. Teachers will also design and teach lessons about cultural icons, leaders, and events that have played a significant role in shaping the culture of different societies around the world.

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

The staff at Sun Blaze Elementary School takes student safety and their well-being very seriously. Each staff member is assigned to designated duty posts throughout the campus during arrival and dismissal. This intense level of supervision gives students the feeling that there is always an adult available to help them and/or keep them safe. It also gives staff an opportunity to build relationships with the students. Positive relationships with students are proven to increase student achievement and attitudes about school. Students are also taught and encouraged to abide by the school's "RAYS" Rules. These rules are displayed on posters around the campus and in classrooms and emphasize the expectations that the school has in regards to student behavior. Teachers and school administrators reinforce the "RAYS" Rules on a regular basis.

##### 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.

"RAYS" Rules serve as the foundation of Sun Blaze Elementary School's school-wide behavior plan. The rules are prominently displayed on posters and signage throughout the school. Teachers teach the rules and the Code of Conduct to their students at the beginning of the school year, and administrators provide incentives to students that exemplify these core principles by word or action. Discussions about school-wide expectations for model behavior are routinely reviewed by teachers during classroom meetings and by administrators on the morning announcements. A formal review of the "RAYS" Rules and Code of Conduct is done at the beginning of each marking period. Each review is recorded in the teacher's lesson plans and students sign an acknowledgement form confirming their participation.

**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.**

Sun Blaze ensures the social-emotional needs of all students are met by having a full time guidance counselor. All students have access to the behavior specialist. Students who are identified as needing social skills training on their IEP's are pulled weekly to work with the guidance counselor in small groups. The guidance counselor also visits each classroom on a rotation to teach and highlight character education. She also works with the OCPS SEDNET department to refer students to outside counseling agencies as needed. We also have a full time behavior specialist that also works with teachers to write and implement Behavior Improvement Plans for students with severe behavior concerns.

### **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.**

We had 102 students with attendance rates below 90%.

We had 2 students with 1 or more suspensions.

We had 38 students with course failure in ELA or Math.

We had 34 third grade students who scored in the lowest Quin-tile on the statewide assessment. 31 students have 2 or more early warning signs.

**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	20	16	15	18	17	16	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	8	5	12	9	4	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	34	54	32	0	0	0	0	0	0	0	120

**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	2	1	13	10	5	0	0	0	0	0	0	0	31

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

Assistant Principal and Guidance Counselor monitors attendance and meets with parents of students whose rates are below 90%.

Assistant Principal and Behavior Specialist monitors behavior and assists in writing behavior plans when needed.

Teachers follow all MTSS guidelines for tiered interventions and progress monitoring. Teachers

regroup students across the grade level to target specific intervention needs and all students who scored a level 1 on FSA.

## 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**

Sun Blaze Elementary School will encourage parental involvement by providing extra-curricular activities and academic focused nights. Sun Blaze will host two school wide conference nights as well as monthly PTA, SAC, and MPLC meetings. We are also excited to host several academic evenings such as Science night, Literacy night, and Math night this year!

**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.**

Sun Blaze Elementary School staff members built strong partnerships with several local businesses, community members and a faith-based organization during the 2016-2017 school year. Each one was created to help improve the overall school environment and to find additional resources for students and teachers. Currently, Sun Blaze Elementary School's needs exceed what our partners can provide, so our program assistant will partner with our PTA to help develop more partnerships in our community. He is dedicated to finding partners that can aide or finance programs that can improve student achievement.

## 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
Hinton, Tami	Principal
Davis, Christopher	Assistant Principal
Rivers, Monique	School Counselor
Cadogan, Tomicka	Instructional Coach
Boston, Jacqueline	Instructional Media
Miller, Kristin	Other
Villalobos, Martiza	Other
Noll, Allison	Other
Hoffman, Peggy Lee	Other
Ninah, Charisse	Instructional Coach

#### 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 Leadership Team meets weekly to address and problem solve concerns and/or issues that are current at the school. Each leadership team member attends weekly PLC meetings with grade level teachers to assist with planning and other instructional needs. Our two academic coaches will meet weekly with each grade level to help develop lesson plans aligned with the standards and rigor.

**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.**

All members of the school based leadership team are responsible for maximizing our resources to make the greatest impact on student learning. We discuss maximizing our resources at our monthly data meetings in order to make sure that all programs and resources are being used as intended. Members of the administrative team, with input from our resource teachers/classroom teachers, work to align all available resources including personnel, instructional and curricular materials in order to meet the needs of all students and to maximize student outcomes. The administration team is continuously looking for ways to provide support for our classrooms during their intervention block by maximizing instructional time and using instructional funds to benefit all students. Our ELL paras' schedule is carefully planned so they have ample time to work with our non-English speaking students. Our SLD resource teacher's schedule is planned to provide the most support to our ESE students while following the minutes indicated on the IEP. Our Instructional Coaches work closely with teachers to ensure proper implementation of programs as well as providing assistance in maximizing instructional time during meaningful guided reading groups. Also, our teachers are provided weekly time to work collaboratively in PLC groups.

#### 2. School Advisory Council (SAC)

##### a. Membership

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

Name	Stakeholder Group
Wendy Guzman	Parent
Kari Grimm	Education Support Employee
Connie Stenuis	Teacher
Tami Turner	Principal
Lisa Rivera	Education Support Employee
Rachel Vargas	Teacher
Edith Marquez	Teacher
Tabitha Rogan	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**

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*

At the beginning of each new academic year, the school staff reports to SAC the results of last year's test results and the results of our SIP goals.

*b. Development of this school improvement plan*

The purpose of SAC is to assist in the preparation, implementation, and evaluation of the school improvement plan as required pursuant to Florida law. It shall perform such functions as are prescribed by the regulations of the school board.

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

The SAC gives input to the principal in the planning of the upcoming year's budget. It is to the principal's advantage to have the assistance of representation from all areas of the school community in developing the plan to improve the school. SAC will also decide on the allocation of School Recognition funds.

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

Last year, Sun Blaze received approximately \$3600 and this was used to purchase agendas/planners for every student at the school. With any additional funds SAC will use this on school clubs focused on STEAM.

**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
Boston, Jacqueline	Instructional Media
Sliker, Bobbie	Teacher, K-12
Nunn, Dara	Teacher, ESE
Varner, Jill	Teacher, K-12
Parzych, Anne	Teacher, K-12
Hinton, Tami	Principal

### b. Duties

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

The major initiative of the Literacy Leadership Team will be to promote reading success. Our LLT will initiate student goal setting for reading. Students will set 4 goals a year, (one each marking period), and teachers will monitor this through the use of AR or other tools. Incentives and celebrations will be included. The LLT will meet regularly to discuss as well as analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and reevaluate the reading curriculum to be sure it is integrated across all grade levels. Designated members meet with grade level teams to share reading programs and plans for the school year.

### 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.**

As a large staff, it is the administration's goal to build a sense of community amongst the staff. With this in mind, staff meetings are developed based on the needs and requests of the teachers. Professional Development is also designed to grow teachers both professionally and socially. Weekly PLC's are intentionally scheduled and teachers meet weekly for common planning with the coaches.

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

At Sun Blaze we have created a group for teachers who are aspiring leaders. They are referred to as the "Blazing Rays". This group of teachers will assist with professional development for the staff as well as other leadership roles around campus. They will meet with the instructional coaches once a month to share timely information with them. We will also provide ongoing and differentiated professional development for them based on need.

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

Beginning teachers are paired with veteran teachers who are able to provide assistance throughout the year. There are also teachers who are in their second or third year of teaching who are paired with an unofficial mentor to provide support and guidance. Our Leadership Team has intentionally paired mentors with new teachers based on common grade level or area of expertise. This group of beginning teachers in their first three years of teaching form the Sun Beamer group at Sun Blaze. There are monthly meetings and professional development opportunities offered that address classroom management, the Marzano Instructional Framework, rigorous instruction and differentiated instruction. These topics were selected by the leadership team as well as the beginning teachers and are topics that most beginning teachers need guidance on based on their experience.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### 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.**

Classroom teachers differentiate their instruction to the whole group and deliver the majority of their targeted instruction in small groups. Teachers modify and enrich assignments when needed for their students. Classroom teachers will also communicate students' progress frequently to all stakeholders.

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

**Strategy:** After School Program

**Minutes added to school year:** 1,560

Students will have the opportunity to participate in after school club focused science labs and science experiments. Through this club, students are able to extend their science based learning outside of their classroom walls and into our science lab.

**Strategy Rationale**

This club will enrich students in the areas of high order thinking in a friendly atmosphere.

**Strategy Purpose(s)**

- Enrichment

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

Davis, Christopher, christopher.davis@ocps.net

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

Science club members will meet three times a month. They will complete science experiments and participate in STEAM activities.

**Strategy:** After School Program

**Minutes added to school year:** 1,560

Students will have the opportunity to participate in an after school club focused on learning the skills of chess. Partnered with community volunteers, the chess club members will develop the strategic thinking skills needed to play the board game of chess.

**Strategy Rationale**

This club will enrich students in the areas of critical thinking in a friendly competitive atmosphere.

**Strategy Purpose(s)**

- Enrichment

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

Davis, Christopher, christopher.davis@ocps.net

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

Chess Club members will meet three times a month. They will participate in friendly competition amongst themselves and volunteers from the community.

**Strategy:** After School Program

**Minutes added to school year:** 480

Students will have the opportunity to participate in an after school club, K-Kids. Partnered with the local Kiwanis group, K-Kids is a service oriented club that empowers students to plan and implement a project that serves others.

**Strategy Rationale**

Students who feel a connection to the school and community will do better at school.

**Strategy Purpose(s)**

- Enrichment

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

Davis, Christopher, christopher.davis@ocps.net

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

K-Kids will meet monthly. During their meetings service projects will be determined, developed, and implemented throughout the school year.

**Strategy:** After School Program

**Minutes added to school year:** 27,000

Students have the opportunity to enroll in the Champions after school program held on campus. Champions provides supervised activities and homework assistance.

**Strategy Rationale**

Students who are provided an opportunity to complete their homework will do better in school.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Davis, Christopher, christopher.davis@ocps.net

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

The Champions after school program is a partnership between Sun Blaze and Champions extended day program. As our students participate in the daily structured activities, feedback from parents will be important to identify areas of growth.

## 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.**

A pre-screening is conducted with all new incoming Kindergarten students to determine school readiness skills this is used to help balance the ability levels in classrooms and to give teachers information on incoming skills. A middle school orientation is provided to our outgoing 5th graders. In addition, as new students register we provide an overview of our school as we walk them to their new classroom.

### 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.**

Students at Sun Blaze Elementary School are encouraged to participate in variety of academic-themed activities and after school clubs; such as: K-Kids, Teach-In, National Spelling Bee, Odyssey of the Mind and Oration Contest. These activities help students develop the ability to think critically for themselves and it also increases their exposure to different opinions and learning styles; which will ultimately prepare them for more rigorous classes in middle school and beyond.

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

To prepare our students for 21st century careers with technology and industry, Sun Blaze has increased access to digital curriculum and access through the use of Accelerated Reader, iReady

and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

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

STEAM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, technology, engineering, art and math integration and problem solving in real world situations. Virtual manipulatives, computer labs, and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as Accelerated Reader and iReady.

**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.**

The strategies implemented at Sun Blaze for improving student readiness based on the annual analysis of the High School Feedback report include assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, iReady, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above level coursework in their later academic career. In addition, STEAM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, technology, engineering, art, and math fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting. The Bridging Ceremony recognizes students' accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years.

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will gain proficiency in delivering effective math small group instruction in order to increase rigor and student achievement. (Division Priority: Narrow Achievement Gaps & Accelerate Student Performance)
- G2.** Through participation in our District Professional Learning Community, student literacy will increase by focusing on text complexity and close reads. (Division Priority: Accelerate Student Performance & Investing in Human Capital)

## 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.** Teachers will gain proficiency in delivering effective math small group instruction in order to increase rigor and student achievement. (Division Priority: Narrow Achievement Gaps & Accelerate Student Performance) 1a



**Targets Supported** 1b

Indicator	Annual Target
Math Gains	68.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited knowledge in using effective strategies to drive math small group instruction.

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

- Provide professional development on math small group instructional strategies.

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

Principal and Assistant Principal will conduct informal observations focused on small group instruction.

**Person Responsible**

Tami Hinton

**Schedule**

Monthly, from 9/11/2017 to 5/30/2018

**Evidence of Completion**

Observations and feedback

**G2.** Through participation in our District Professional Learning Community, student literacy will increase by focusing on text complexity and close reads. (Division Priority: Accelerate Student Performance & Investing in Human Capital) **1a**



### Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	79.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	64.0

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

- Teachers have limited knowledge on text complexity and close reads.

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

- Florida Standards and test item specifications • Formative and summative assessment data • Deconstructed standards • District level training and professional development

### Plan to Monitor Progress Toward G2. **8**

Lesson plans, PLC meetings, Data meetings, Coaching logs, and iObservation data will help to monitor the progression towards the goal.

#### Person Responsible

Tami Hinton

#### Schedule

Weekly, from 9/25/2017 to 5/30/2018

#### Evidence of Completion

Lesson plans, PLC notes, data meetings with progress monitoring charts, and submission of formative assessments and common assessment data will all be used to help monitor the progress towards meeting the goal.

## 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.** Teachers will gain proficiency in delivering effective math small group instruction in order to increase rigor and student achievement. (Division Priority: Narrow Achievement Gaps & Accelerate Student Performance) 1

 G095101

**G1.B1** Teachers have limited knowledge in using effective strategies to drive math small group instruction.

2

 B255955

**G1.B1.S1** Build teacher capacity in small group instructional strategies. 4

 S270531

### **Strategy Rationale**

Provide teachers with training on small group instructional strategies and how to use data to differentiate small group instruction for the purpose of enhancing student achievement in Math.

### **Action Step 1** 5

Instructional coaches and school administrators will develop a professional development calendar to include PD on various math small group instructional strategies, and review it throughout the school year.

#### **Person Responsible**

Tami Hinton

#### **Schedule**

Monthly, from 8/30/2017 to 5/30/2018

#### **Evidence of Completion**

Professional Development calendar

### **Action Step 2** 5

The leadership team, coaches, and consultants will work collaboratively to create professional development focused on small group instructional strategies. The instructors of the professional development will pay particular attention to the use of data to drive small group instruction.

#### **Person Responsible**

Charisse Ninah

#### **Schedule**

Monthly, from 9/11/2017 to 5/30/2018

#### **Evidence of Completion**

Professional Development calendar, data reports, PD agendas

### Action Step 3 5

Staff members with expertise on i-Ready will deliver professional development on the use of data to drive math small group instruction.

#### **Person Responsible**

Tomicka Cadogan

#### **Schedule**

Monthly, from 9/11/2017 to 5/30/2018

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

Sign-in sheets for PD, data reports from i-Ready, small group lesson plans, observed small group instruction with the use i-Ready tools

### Action Step 4 5

Instructional coaches and school administrators will conduct observations and provide coaching and feedback on the implementation of math small group instructional strategies.

#### **Person Responsible**

Tami Hinton

#### **Schedule**

Monthly, from 9/11/2017 to 5/30/2018

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

Observed small group instruction, coaching logs

### Action Step 5 5

The instructional coaches will provide teachers with opportunities to observe a master teacher using small group instructional strategies. After the lesson, the teachers will reflect on the use of small group instructional strategies used in the lesson.

#### **Person Responsible**

Tomicka Cadogan

#### **Schedule**

Monthly, from 9/11/2017 to 5/30/2018

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

Coaching logs, schedules for classroom visits, reflection logs

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

Leadership team members will monitor weekly and monthly professional development participation of Sun Blaze staff.

### **Person Responsible**

Kristin Miller

### **Schedule**

Monthly, from 9/11/2017 to 5/30/2018

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

We will monitor by collecting staff professional development attendance sheets.

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

Leadership team members will monitor the implementation of small group instruction using iObservation data reports and coaching logs.

### **Person Responsible**

Christopher Davis

### **Schedule**

Monthly, from 9/11/2017 to 5/31/2018

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

We will review iObservation data reports and coaching logs to provide feedback to teachers on their use of small group instructional strategies.

**G2.** Through participation in our District Professional Learning Community, student literacy will increase by focusing on text complexity and close reads. (Division Priority: Accelerate Student Performance & Investing in Human Capital) 1

 G095102

**G2.B1** Teachers have limited knowledge on text complexity and close reads. 2

 B255958

**G2.B1.S1** Instructional Coaches and select Teacher Leaders will provide professional development to teachers on text complexity and close reads. 4

 S270533

### **Strategy Rationale**

Teachers must learn to choose appropriate, content specific complex texts and assign standards-aligned tasks to increase student literacy.

### **Action Step 1** 5

Instructional Coaches and selected Teacher Leaders will ensure professional development opportunities focused on but not limited to text complexity and close reading are included on the Professional Development Calendar for the 2017-2018 school year, and monitor this calendar throughout the school year.

#### **Person Responsible**

Tami Hinton

#### **Schedule**

Monthly, from 8/30/2017 to 5/30/2018

#### **Evidence of Completion**

The professional development calendar will be stored on the school collaboration site to provide easy access to teachers and staff members regarding upcoming professional development.

## Action Step 2 5

Selected Lead Teachers will research and plan professional development presentations and implementation criteria for teachers focused on text complexity and close reads.

### Person Responsible

Tomicka Cadogan

### Schedule

Monthly, from 9/15/2017 to 5/8/2018

### Evidence of Completion

The professional development presentations will be reviewed by a coach prior to presenting to the staff.

## Action Step 3 5

Teacher leaders will share professional development focused on text complexity and close reads with teachers on selected dates.

### Person Responsible

Tomicka Cadogan

### Schedule

Monthly, from 9/20/2017 to 5/16/2018

### Evidence of Completion

Teachers will record their attendance using the professional development sign in sheets.

## Action Step 4 5

As a team, teachers and the ELA Coach will collaborate to choose content specific complex texts and create standards-aligned tasks that allow students to become proficient in close read strategies and build perseverance.

### Person Responsible

Tomicka Cadogan

### Schedule

Weekly, from 8/22/2017 to 5/30/2018

### Evidence of Completion

Lesson plans will be used as evidence of text complexity selection and student tasks.

## Action Step 5 5

The Leadership team will provide model classrooms for teachers to observe other teachers during ELA instruction.

### **Person Responsible**

Tomicka Cadogan

### **Schedule**

Quarterly, from 8/28/2017 to 5/30/2018

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

Selected teachers will be asked to write a reflection on what types of strategies, lessons, and/or ideas they learned as they observed lead teachers in this area.

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

Instructional coaches will facilitate professional development provided by teacher leaders and use coaching opportunities to monitor for implementation of strategies and skills provided during professional development.

### **Person Responsible**

Christopher Davis

### **Schedule**

Monthly, from 9/20/2017 to 5/30/2018

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

In order to monitor for fidelity, teachers will be asked to sign in each time they attend a professional development focused on student literacy.

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

Administration will monitor for effectiveness through classroom observations, review of student performance data, student work samples, and lesson plans that will reflect teacher knowledge and implementation of text complexity and close reads for increasing student literacy.

### **Person Responsible**

Tami Hinton

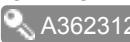
### **Schedule**

Monthly, from 9/25/2017 to 5/30/2018

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

Lesson plans reflecting the use of text complexity and close read activities designed to increase student perseverance and literacy skills will be used as evidence to determine the effectiveness of the professional development. Classroom observation data reflecting teacher implementation of standards-aligned tasks with complex text, student tasks and work samples aligned to the full intent of the standards will also be used to evaluate effectiveness.

## 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>					
G2.B1.S1.A2  A362312	Selected Lead Teachers will research and plan professional development presentations and...	Cadogan, Tomicka	9/15/2017	The professional development presentations will be reviewed by a coach prior to presenting to the staff.	5/8/2018 monthly
G2.B1.S1.A3  A362313	Teacher leaders will share professional development focused on text complexity and close reads with...	Cadogan, Tomicka	9/20/2017	Teachers will record their attendance using the professional development sign in sheets.	5/16/2018 monthly
G1.MA1  M387144	Principal and Assistant Principal will conduct informal observations focused on small group...	Hinton, Tami	9/11/2017	Observations and feedback	5/30/2018 monthly
G2.MA1  M387149	Lesson plans, PLC meetings, Data meetings, Coaching logs, and iObservation data will help to...	Hinton, Tami	9/25/2017	Lesson plans, PLC notes, data meetings with progress monitoring charts, and submission of formative assessments and common assessment data will all be used to help monitor the progress towards meeting the goal.	5/30/2018 weekly
G1.B1.S1.MA1  M387141	Leadership team members will monitor weekly and monthly professional development participation of...	Miller, Kristin	9/11/2017	We will monitor by collecting staff professional development attendance sheets.	5/30/2018 monthly
G1.B1.S1.A1  A362304	Instructional coaches and school administrators will develop a professional development calendar to...	Hinton, Tami	8/30/2017	Professional Development calendar	5/30/2018 monthly
G1.B1.S1.A2  A362305	The leadership team, coaches, and consultants will work collaboratively to create professional...	Ninah, Charisse	9/11/2017	Professional Development calendar, data reports, PD agendas	5/30/2018 monthly
G1.B1.S1.A3  A362306	Staff members with expertise on i-Ready will deliver professional development on the use of data to...	Cadogan, Tomicka	9/11/2017	Sign-in sheets for PD, data reports from i-Ready, small group lesson plans, observed small group instruction with the use i-Ready tools	5/30/2018 monthly
G1.B1.S1.A4  A362307	Instructional coaches and school administrators will conduct observations and provide coaching and...	Hinton, Tami	9/11/2017	Observed small group instruction, coaching logs	5/30/2018 monthly
G1.B1.S1.A5  A362308	The instructional coaches will provide teachers with opportunities to observe a master teacher...	Cadogan, Tomicka	9/11/2017	Coaching logs, schedules for classroom visits, reflection logs	5/30/2018 monthly
G2.B1.S1.MA1  M387145	Administration will monitor for effectiveness through classroom observations, review of student...	Hinton, Tami	9/25/2017	Lesson plans reflecting the use of text complexity and close read activities designed to increase student perseverance and literacy skills will be used as evidence to determine the effectiveness of the professional development. Classroom observation data reflecting teacher implementation of standards-aligned tasks with complex text, student tasks and work samples aligned to the full intent of the standards will also be used to evaluate effectiveness.	5/30/2018 monthly
G2.B1.S1.MA1  M387146	Instructional coaches will facilitate professional development provided by teacher leaders and use...	Davis, Christopher	9/20/2017	In order to monitor for fidelity, teachers will be asked to sign in each time they attend a professional development focused on student literacy.	5/30/2018 monthly
G2.B1.S1.A1  A362311	Instructional Coaches and selected Teacher Leaders will ensure professional development...	Hinton, Tami	8/30/2017	The professional development calendar will be stored on the school collaboration site to provide easy access to teachers and staff members regarding upcoming professional development.	5/30/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A4  A362314	As a team, teachers and the ELA Coach will collaborate to choose content specific complex texts and...	Cadogan, Tomicka	8/22/2017	Lesson plans will be used as evidence of text complexity selection and student tasks.	5/30/2018 weekly
G2.B1.S1.A5  A362315	The Leadership team will provide model classrooms for teachers to observe other teachers during ELA...	Cadogan, Tomicka	8/28/2017	Selected teachers will be asked to write a reflection on what types of strategies, lessons, and/or ideas they learned as they observed lead teachers in this area.	5/30/2018 quarterly
G1.B1.S1.MA1  M387140	Leadership team members will monitor the implementation of small group instruction using...	Davis, Christopher	9/11/2017	We will review iObservation data reports and coaching logs to provide feedback to teachers on their use of small group instructional strategies.	5/31/2018 monthly

## V. Professional Development Opportunities

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

**G1.** Teachers will gain proficiency in delivering effective math small group instruction in order to increase rigor and student achievement. (Division Priority: Narrow Achievement Gaps & Accelerate Student Performance)

**G1.B1** Teachers have limited knowledge in using effective strategies to drive math small group instruction.

**G1.B1.S1** Build teacher capacity in small group instructional strategies.

### **PD Opportunity 1**

Instructional coaches and school administrators will develop a professional development calendar to include PD on various math small group instructional strategies, and review it throughout the school year.

#### **Facilitator**

Leadership Team, Coaches and Consultants

#### **Participants**

Faculty

#### **Schedule**

Monthly, from 8/30/2017 to 5/30/2018

### **PD Opportunity 2**

The leadership team, coaches, and consultants will work collaboratively to create professional development focused on small group instructional strategies. The instructors of the professional development will pay particular attention to the use of data to drive small group instruction.

#### **Facilitator**

Leadership Team and Coaches

#### **Participants**

Instructional Teachers

#### **Schedule**

Monthly, from 9/11/2017 to 5/30/2018

### **PD Opportunity 3**

Staff members with expertise on i-Ready will deliver professional development on the use of data to drive math small group instruction.

#### **Facilitator**

Leadership Team, Coaches and individual grade levels

#### **Participants**

Instructional Teachers

#### **Schedule**

Monthly, from 9/11/2017 to 5/30/2018

### **PD Opportunity 4**

Instructional coaches and school administrators will conduct observations and provide coaching and feedback on the implementation of math small group instructional strategies.

#### **Facilitator**

Tami Turner

#### **Participants**

Instructional Faculty

#### **Schedule**

Monthly, from 9/11/2017 to 5/30/2018

### **PD Opportunity 5**

The instructional coaches will provide teachers with opportunities to observe a master teacher using small group instructional strategies. After the lesson, the teachers will reflect on the use of small group instructional strategies used in the lesson.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Instructional Teachers

#### **Schedule**

Monthly, from 9/11/2017 to 5/30/2018

**G2.** Through participation in our District Professional Learning Community, student literacy will increase by focusing on text complexity and close reads. (Division Priority: Accelerate Student Performance & Investing in Human Capital)

**G2.B1** Teachers have limited knowledge on text complexity and close reads.

**G2.B1.S1** Instructional Coaches and select Teacher Leaders will provide professional development to teachers on text complexity and close reads.

### **PD Opportunity 1**

Instructional Coaches and selected Teacher Leaders will ensure professional development opportunities focused on but not limited to text complexity and close reading are included on the Professional Development Calendar for the 2017-2018 school year, and monitor this calendar throughout the school year.

#### **Facilitator**

Selected Teacher Leaders

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/30/2017 to 5/30/2018

### **PD Opportunity 2**

Selected Lead Teachers will research and plan professional development presentations and implementation criteria for teachers focused on text complexity and close reads.

#### **Facilitator**

Selected Teacher Leaders

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 9/15/2017 to 5/8/2018

### **PD Opportunity 3**

Teacher leaders will share professional development focused on text complexity and close reads with teachers on selected dates.

#### **Facilitator**

Selected Teachers Leaders

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 9/20/2017 to 5/16/2018

### **PD Opportunity 4**

The Leadership team will provide model classrooms for teachers to observe other teachers during ELA instruction.

#### **Facilitator**

Select Teacher Leaders

#### **Participants**

Teachers

#### **Schedule**

Quarterly, from 8/28/2017 to 5/30/2018

## 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	Instructional coaches and school administrators will develop a professional development calendar to include PD on various math small group instructional strategies, and review it throughout the school year.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1831 - Sun Blaze Elementary	General Fund		\$1,000.00
		<i>Notes: Coverage will be provided for staff members who will develop the professional development calendar. We will use printing expenses to print updated versions of the professional development calendar.</i>				
2	G1.B1.S1.A2	The leadership team, coaches, and consultants will work collaboratively to create professional development focused on small group instructional strategies. The instructors of the professional development will pay particular attention to the use of data to drive small group instruction.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1831 - Sun Blaze Elementary			\$1,000.00
		<i>Notes: Administration and coaches will require substitutes to plan and develop the needed professional development. Print services will also be used to copy and PowerPoints and visual aides that will be used. Teachers will also be provided materials to use as resources during the teaching of effective math small group instruction.</i>				
3	G1.B1.S1.A3	Staff members with expertise on i-Ready will deliver professional development on the use of data to drive math small group instruction.				\$525.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	1831 - Sun Blaze Elementary	General Fund		\$525.00
		<i>Notes: We will use printing expenses to print training materials such as PowerPoint notes, Marzano protocols, and iReady resources.</i>				
4	G1.B1.S1.A4	Instructional coaches and school administrators will conduct observations and provide coaching and feedback on the implementation of math small group instructional strategies.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1831 - Sun Blaze Elementary			\$200.00
		<i>Notes: Print services will be used to copy and materials that will be used during the coaching sessions. Teachers will also be provided print resources that they will be able to use during their lessons.</i>				
5	G1.B1.S1.A5	The instructional coaches will provide teachers with opportunities to observe a master teacher using small group instructional strategies. After the lesson,				\$2,000.00

		the teachers will reflect on the use of small group instructional strategies used in the lesson.				
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1831 - Sun Blaze Elementary			\$2,000.00
						<i>Notes: Substitute teachers will be provided. Copies will be provided of resources used by teachers to model small group instructional strategies.</i>
6	G2.B1.S1.A1	<b>Instructional Coaches and selected Teacher Leaders will ensure professional development opportunities focused on but not limited to text complexity and close reading are included on the Professional Development Calendar for the 2017-2018 school year, and monitor this calendar throughout the school year.</b>				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1831 - Sun Blaze Elementary	General Fund		\$1,000.00
						<i>Notes: We will provide release time for teachers to help develop and create the PD calendar. Substitutes teachers will be provided. Papers and pens will be needed as we plan the calendar.</i>
7	G2.B1.S1.A2	<b>Selected Lead Teachers will research and plan professional development presentations and implementation criteria for teachers focused on text complexity and close reads.</b>				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1831 - Sun Blaze Elementary			\$1,000.00
						<i>Notes: We will use funds to help provide teachers will release time to plan and create the training using Smartnotebook, Powerpoint, etc. We will also need to have access to computers and online resources. Presenters will need various math materials to demonstrate math activities.</i>
8	G2.B1.S1.A3	<b>Teacher leaders will share professional development focused on text complexity and close reads with teachers on selected dates.</b>				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1831 - Sun Blaze Elementary			\$600.00
						<i>Notes: We will use printing expenses to print out training materials for such as the PowerPoint notes, Marzano protocols, item specs, grade level standards, etc. chart paper, etc..</i>
9	G2.B1.S1.A4	<b>As a team, teachers and the ELA Coach will collaborate to choose content specific complex texts and create standards-aligned tasks that allow students to become proficient in close read strategies and build perseverance.</b>				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1831 - Sun Blaze Elementary			\$150.00
						<i>Notes: Copy and printing expenses will take place as we update the schedule throughout the campus.</i>

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<b>10</b>	<b>G2.B1.S1.A5</b>	<b>The Leadership team will provide model classrooms for teachers to observe other teachers during ELA instruction.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1831 - Sun Blaze Elementary			\$2,000.00
		<i>Notes: We will use the budget to assist with copy and printing expenses to plan the lessons.</i>				
<b>Total:</b>						<b>\$9,475.00</b>