School District of Osceola County, FL

Sunrise Elementary School

2017-18 Schoolwide Improvement Plan

Sunrise Elementary School

1925 HAM BROWN RD, Kissimmee, FL 34746

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Sunrise Elementary is a diverse multicultural community where staff is trained to recognize differences among the students. The differences are not just social, but academic. All the instructional staff are ESOL endorsed or are working toward endorsement. Our guidance department actively teaches tolerance and focuses on character development. With the district's Stop Bullying Now theme, the school emphasizes the importance of tolerance and respect. Teachers also create an atmosphere that provides a safe, friendly, and collaborative environment. Teachers explicitly teach and model routines and procedures that students are expected to follow. Teachers recognize students exhibiting positive behaviors and redirect and/or reteach if behaviors do not meet with the expectation.s

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

During 2017 pre-planning Sunrise Elementary teachers collaborated to create school-wide expectations using STARS. S: Safety at all times; T: Take responsibility; A: Active Listeners; R: Respect yourself and others; S: Strive for success. Teachers introduced the new expectations to students and model the expectations daily. These expectations are to be displayed in all areas in and

around the school campus. Students exhibiting positive behaviors are celebrated daily within the classrooms and recognized by administration with Positive Referrals written by teachers. Sunsational dollars are used routinely to provide instant reinforcement of following school-wide expecations and a school store is set up for students to "spend" their dollars.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

With the implementation of our flexible MTSS groupings, students in grades Kindergarten through Fifth grade are provided with the opportunity to work with various teachers and staff throughout the day. The procedures we have set in place for leveling our students needs provides us with an opportunity to ensure that all students needs ar being met. Providing students with the opportunity to work with various individuals at our school allows for students to interact and establish positive relationships with our school's staff. This then provides our faculty and staff to become more cognizant of our students needs so that during our Problem Solving Team meetings, all individuals working with our students can voice their experiences with the students so that we are making more accurate decisions on their academic and social needs.

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 identify students who are absent one time during the first two weeks of school. This would be equivalent to missing 10% of the first ten days of school.
We are also monitoring the amount of excessive tardies and absences from school, and reminding the parents about the amount of instructional time their student loses when they are not in school. There is an attendance committee that has been established to monitor student tardiness and attendance.

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	37	19	17	13	23	18	0	0	0	0	0	0	0	127
One or more suspensions	3	2	4	6	1	5	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	36	46	0	0	0	0	0	0	0	93

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	2	0	0	3	9	5	0	0	0	0	0	0	0	19

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

Our attendance clerk contacts the parents of the students after 5 absences to remind parents of the connection between attendance and academic success. Students who are tardy have to be signed in by their parents. The attendance clerk reminds parents of the unexcused absence policy after their student is tardy five times. Students are recognized and rewarded for perfect attendance.
Group and individual counseling services are provided for students who need behavioral guidance and support.
Data is analyzed and students needing academic support are provided with Tier 2 and Tier 3 interventions.

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?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/465890.

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

Currently we have partners with the following Business Partners: Academy of Martial Arts; All American Youth Sports, Bank of America; Battle Tested Fitness; Central Florida Homes; Chik-Fil-A; Dave and Busters; Dragon Financial Services; Dunkin Donuts; Five Star Pizza; 5 6 7 8 Dance Studio; The Gutter Specialist; Happy Face Entertainment; Heart 2 Sole Dance Center; Home Depot; Horace Mann Insurance; Jolly J's Entertainment; Kohl's #951; Lowe's; Music, Magic, & Mayhem; Ponderosa; Publix; Raise the Barre Dance Company; United Academy of Martial Arts; and Walt Disney World.

Our business partners are helping in a variety of ways. Many of them have become members of our Bookmark Buddies program to provide tutoring to our struggling readers. Lowes and Home Depot have donated materials for various projects, Five Star Pizza has donated pizza for various events. Walt Disney World cast members volunteers their time to visit classrooms to read to our studetns. Horace Mann Insurance provides luncheons for our faculty and staff.

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
Honeycutt, Wendy	Principal
Telemko, Beth	Assistant Principal
Stevens, Rebecca	Instructional Coach
Petrangeli, Kodie	Instructional Coach
Henry, Melissa	Instructional Coach
Cummings, Erin	Instructional Coach
Williams, Shelly	School Counselor

b. Duties

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

Leadership Members, function and responsibilities:
Assistant Principal: The Assistant Principal assists all coaches in a supportive role as well as assists in accountability on behalf of the teachers. The Assistant Principal facilitates school wide curriculum programs, through data evidence and professional development needs.
Guidance Counselor: The school counselor intervenes with discipline and behavior concerns. She organizes and manages referrals for 504 plans, Exceptional Student Eligibility and Gifted Eligibility.
MTSS Coach: The MTSS coach maintains documentation, parent and teacher communication and oversees the development of the MTSS program. The MTSS coach reviews and prepares data for monthly reviews. The MTSS Coach also intervenes with discipline and consistent behavior concerns. She organizes and manages referrals for 504 plans, Exceptional Student Eligibility and Gifted Eligibility.
Literacy Coach: The Literacy Coach assists in the selection of the intervention curriculum. She serves as a liaison between core curriculum and intervention needs, through lesson modeling, co-teaching, professional development and constructive feedback. The Literacy coach reviews and prepares data for monthly reviews.
Math/Science Coach: The Math/Science Coach assists in the selection of the intervention curriculum. She serves as a liaison between core curriculum and intervention needs, through lesson modeling, co-teaching, professional development and constructive feedback. The Math/Science Coach works with the STEM block teacher to ensure rigorous STEM lessons for students in K-5 as well as oversees the lessons for Project Lead the Way. The Math/Science coach reviews and prepares data for monthly reviews.
Learning Resource Specialist: The Learning Resource Specialist manages and assists teacher with grade level curriculum resources. The Learning Resource Specialists conducts professional

development, assists in classrooms and provides supportive feedback. The Learning Resource Specialist manages testing for all grade levels.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The teachers and leadership team use multiple sources of data to identify students that are in need of intervention and/or enrichment. Students needing interventions may receive reading and/or math based on their areas of need. Students that are exhibiting proficiency in both reading and math at their grade level are being provided enrichment activities in reading, math, and/or science. Each grade level has a set forty minute block of time for MTSS. During this time ALL students are strategically placed in either Tier 2 & Tier 3 intervention or enrichment groups to meet their academic needs. The groups are lead by classroom teachers, para-professionals, and members of the leadership team.

Title I, Part A

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

Title I, Part C-Migrant

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

Title I, Part D

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

Title II

Professional Development is provided for English Language Arts, Mathematics, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Wendy Honeycutt	Principal
Heidi Dawson	Teacher
Jen Giordano	Parent
David Giordano	Parent
William Rodriguez	Business/Community
Amy Swann	Teacher
Alfred Suarez	Parent
Mariana Montanari	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC reviewed last year school improvement plan. The goal was to create an environment that is conducive to learning for all students with a specific focus on the ELL and ESE population. As a result, both the ELL and ESE sub-groups did make gains in both ELA and Math.

b. Development of this school improvement plan

The targeted areas were created in collaboration with teachers, staff, parent, and student school culture surveys. Teachers provided input for the three targets that will be used to meet the new goal. During SAC, members were introduced to the current school improvement plan's goal and targeted areas. SAC members were provided the opportunity to ask questions and provide suggestions on each of the targets.

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

The annual budget and plan will directly correlate with our SIP goal and targets. Funds could be allocated for professional development related to the Instructional Framework/Standard focus, MTSS intervention/enrichment plan, and building a positive school culture.

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

During the 2016-2017 school year, the school improvement funds were used for professional development, enrichment, and positive behavioral supports. Both the Media Specialist and Music teacher were provided funds to attend professional development. The school guidance counselor received funds to help with positive behavior incentives in relation to the PAL program. Third grade received funds for an academic incentive. Also funds were provided for Odyssey of Mind and STEM Olympiad enrichment opportunities.

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
Honeycutt, Wendy	Principal
Petrangeli, Kodie	Instructional Coach
Santiago, Jessica	Teacher, K-12
Hernandez, Wanda	Teacher, K-12
Cuevas, Ana	Teacher, K-12
Lingburgh, Glorida	Teacher, K-12
Telemko, Beth	Principal

b. Duties

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

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

D. Public and Collaborative Teaching

The school's 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.

Teachers meet as Professional Learning Communities each Wednesday in the Media Center. During PLCs, teachers meet to review, discuss, and plan using school-wide and grade level data. In addition, teachers voluntarily meet in grade levels at least once per week for collaborative planning. Teachers meet monthly to discuss students response to interventions to determine the next steps for ALL of our students.

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

Administration uses the District's TeacherMatch system to search for qualified teachers interested in becoming part of our team. As teachers are hired, the administration stays active in ensuring that the new teachers are becoming acclimated to Sunrise. This is accomplished through monthly meetings with new teachers, classroom walk,throughs, and individual conferences all to provide productive feedback and support on their instructional delivery.

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

All new teachers are assigned a grade level mentor. This mentor works with the new teacher to provide help with curriculum resources, lesson plans, and other curriculum needs. In addition, each member of the leadership team is also assigned to each of the new teachers. The leadership team members' role is to ensure that the new teacher is keeping up on the compliance pieces as well as to find out the additional needs of the new teacher. Administration hosts monthly meetings with teachers to provide time to meet as a new teacher cadre. This cadre meets to share successes, reflections, and to also be provided professional development on the Instructional Framework.

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.

Teachers utilize the district pacing guide to ensure that daily lessons are aligned to the Florida Standards. Through PLC and collaborative planning , teachers work with instructional coaches to ensure that the learning targets show a clear progression towards mastery of the grade specific standards. Teachers also utilize the district's curriculum unit maps to guide their instructional delivery. Teachers utilize the district's formative assessment banks to create assessments to check for mastery of the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Using Data- Data is used in a variety of ways-
1. During Grade Level PLC, the teachers will collaborate in creating common, short-cycle formative assessments to monitor mastery of learning targets as well as common, unit assessments to monitor student mastery of targeted standards. Teachers will also review their assessment results individually and collaboratively for each standard assessed to determine future lessons to re-enforce standards still needing additional attention. The data review also helps to facilitate discussions on how each teacher is instructing the various learning targets and what strategies they are utilized to ensure mastery of the standards. In addition to the data review, the data is used to develop needed professional development presented by instructional coaches, resource teachers and classroom teachers.

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

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

Strategy: Extended School Year

Minutes added to school year: 300

Enrichment and/or quality of learning time-
Enrichment - Many of the teachers will be utilizing the MTSS block as a time of enrichment for gifted/high achieving students. They have been provided specific enrichment reading and math curriculum to provide opportunities for extended, accelerated learning. Some of the enrichment activities include Reader's Theater, Philosophical Chairs, Literature Circles, Sunshine State Young Readers, Socratic Seminar, Junior Great Books, STEM, AIMS, Picture Perfect Science, Documented Based Questiosn (DBQs), and Engineering is Elementary (EIE).

Extended School Day- Based on current science and math progress monitoring, students will be selected for an extended learning opportunity outside of the school day. Some extended learning opportunities for enrichment include Battle of the Books, Math Olympiad, Science Olympiad and Odyssey of the Mind..

During instructional time, K-5 teachers and students will participate in School-wide STEM Programs and coding activiites. The 5th grade students will incorporate Project Lead The Way (PLTW) into their Science curriculum.

Strategy Rationale

By providing enrichment opportunities to all of our Tier 1 students, we will be able to strengthen their understanding and proficiency in all content areas. Not all students progress at the same rate therefore we attempt to provide additional learning opportunities for some of our struggling learners as well as enrichment opportunities for the high achieving students. In an effort to concentrate on specific areas, grades K-5 reading and math interventions are targeted throughout the day through our MTSS time. Our goal is to provide the best learning opportunities by concentrating our efforts in specific areas, training our staff on identified, effective curriculum, and selecting the students based on current data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Honeycutt, Wendy, wendy.honeycutt@osceolaschools.net

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

Students participating in enrichment activities will be monitored through iReady diagnostic data, formative unit assessment data, and teacher observations. If at any time any of our tier 1 students start to struggle academically, they will be discussed during our monthly MTSS meetings. If the committee agrees that the student needs additional intervention in any area, adjustments will be made to the students learning path.

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, §
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.

Each spring, Sunrise participates in the Districts' Kindergarten Round Up. This night event provides an opportunity for families and incoming students to meet the Kindergarten teachers and other staff members, tour the school, and receive important information.

Additionally, our neighboring Middle Schools present to all of the 5th grade students. They host an orientation before the end of fifth grade year. The Guidance Counselor and a member of the leadership team meet with 5th grade students to provide information on course selections and other pertinent information to assist with the transition.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Sunrise participates in the promotion of college and career readiness through various activities. In August, students are encouraged to wear a college t-shirt on a given Friday. The school counselor provides a Career Interest Survey to all 5th grade students. The information is used to help the students with their middle school course selection. Fifth grade students participate in a presentation from the BRIDG representative. Sunrise also encourages and invites community stakeholders to present to the students on their chosen profession.

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

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

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

For the 2017-2018 school year, Sunrise has provided all K-5 students with a special area class on STEM and Coding. Students in 5th grade engage in Project Lead the Way (PLTW) activities through September.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we increase the engagement of ALL stakeholders and establish expectations for a high quality cohesive and collaborative learning environment, then we will positively impact student achievement in ALL areas.

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 increase the engagement of ALL stakeholders and establish expectations for a high quality cohesive and collaborative learning environment, then we will positively impact student achievement in ALL areas. 1a

🔑 G095422

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	57.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	56.0
FSA ELA Achievement - ELL	32.0
FSA ELA Achievement - SWD	29.0
FSA Mathematics Achievement	60.0
Math Gains	59.0
Math Lowest 25% Gains	47.0
FSA Math Achievement - ELL	32.0
FSA Math Achievement - SWD	26.0
Statewide Science Assessment Achievement	63.0

Targeted Barriers to Achieving the Goal 3

- Instructional Focus/ Framework

- MTSS Groupings

- School Culture

Resources Available to Help Reduce or Eliminate the Barriers 2

- school wide expectations, flow chart for discipline procedures, utilize guidance counselor and social worker, administration availability and support, positive interactions, positive language

- Instructional teaching map, proficiency scales, lesson plans, test specifications, model lessons. professional development, collaborative planning, sharing best practices, lesson study, and classroom observations

- flexible grouping, instructional coach support, data driven, and PD opportunities

Plan to Monitor Progress Toward G1. 8

Administration will review school-wide data.

Person Responsible
Wendy Honeycutt

Schedule
Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion
Data from iReady, common formative assessments, response to interventions, and district assessments

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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we increase the engagement of ALL stakeholders and establish expectations for a high quality cohesive and collaborative learning environment, then we will positively impact student achievement in ALL areas. 1

🔍 G095422

G1.B1 Instructional Focus/ Framework 2

🔍 B256901

G1.B1.S1 Standard Focus 4

🔍 S271786

Strategy Rationale

If we focus on the standards, then we will be able to ensure lesson targets are aligned to reach the full intent of the standard and instructional strategies are used correctly.

Action Step 1 5

Develop and deliver professional development to focus on the standards, instructional framework components, proficiency scales, rigorous tasks, and common assessments.

Person Responsible

Beth Telemko

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD calendars, agenda, sign-in sheets

Action Step 2 5

Conduct PD to Practice walkthroughs looking for standard-based instruction using the knowledge gained from PD

Person Responsible

Beth Telemko

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Lesson plans, common formative assessments and data, PD to Practice walk-through data

Action Step 3 `5`

Conduct classroom walk-throughs to monitor implementation of standard-based instruction using high impact instructional strategies

Person Responsible

Wendy Honeycutt

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

MyPGS data, reflective feedback, ELEOT data

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

Administration and Instructional Coaches will work collaboratively to develop and deliver quarterly PD

Person Responsible

Beth Telemko

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD Calendar, agendas, sign-in sheets

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

Administration, Instructional Coaches, and resource teachers will be participating members of grade level PLCs

Person Responsible

Wendy Honeycutt

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School Calendar, lesson plans, common formative assessments and data, proficiency scales, learning target tasks and data

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

Administration and Instructioanl Coaches will conduct PD to Practice walk-throughs

Person Responsible

Beth Telemko

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD to Practice walk-through data

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

Administration, Instructional Coaches, and resource teachers will participate in PD focusing on the instructional framework for evidence of PD to Practice

Person Responsible

Beth Telemko

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD Calendars, agendas, sign-in sheets, walk-through data

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

Administration and instructional coaches will conduct PD to Practice Walk-throughs for evidence of standard-based instruction and rigorous learn tasks

Person Responsible

Beth Telemko

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD to Practice walk-through data, common formative assessment data, ELEOT data, and MyPGS data

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

Administrators, Instructional Coaches, and resource teachers will participate in PLC meetings for evidence of collaboration and standard-based planning, instruction, and assessment

Person Responsible

Wendy Honeycutt

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Calendars, lesson plans, common formative assessments and data, proficiency scales, learning target tasks and data, ELEOT data, and MyPGS data

G1.B1.S2 Collaborative Planning 4

🔍 S271787

Strategy Rationale

If we plan collaboratively, then we will be able to create common assessments and lessons that are standard-based to increase student achievementn

Action Step 1 5

Participate in Professional Learning Communities

Person Responsible

Wendy Honeycutt

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Lesson plans, common formative assessments, proficiency scales, and learning target tasks.

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

Administration, Instructional Coaches, and Resource Teachers will be active members in grad level PLCs.

Person Responsible

Wendy Honeycutt

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Calendar, lesson plans, common formative assessments and data, proficiency scales, learning target tasks, and data.

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

Administrators, Instructional Coaches, and resource teachers will participate in PLC meetings for evidence of collaboration and standard-based planning, instruction, and assessment

Person Responsible

Wendy Honeycutt

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Calendars, lesson plans, common formative assessments and data, proficiency scales, learning target tasks and data, ELEOT data, and MyPGS data.

G1.B1.S3 Instructional focus on differentiated small group guided reading [4]

🔑 S271788

Strategy Rationale

If we plan and implement deliberate differentiated guided reading instruction, then ALL students reading needs will be met to ensure growth in reading abilities.

Action Step 1 [5]

Develop and deliver deliver professional development to focus deliberate instruction to ensure that small group guided reading instruction is differentiate based on every students needs.

Person Responsible

Beth Telemko

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD Calendars, agendas, sing-in sheets

Action Step 2 [5]

Conduct PD to Practice Walk-through looking for differentiated small group guided reading using the strategies and activities for PD

Person Responsible

Kodie Petrangeli

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

lesson plans, PD to Practice Walk-through data

Action Step 3 `5`

Conduct classroom walk-through to monitor implementation of differentiated small group guided reading

Person Responsible

Beth Telemko

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

MyPGS data, reflective feedback, ELEOT data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administration and Literacy Coach will work collaboratively to develop and deliver monthly PD

Person Responsible

Beth Telemko

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD calendar, agenda, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Administration, Instructional Coaches, and resource teachers will be participating members of grade level PLCs

Person Responsible

Wendy Honeycutt

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School calendar, lesson plans, reading records data, iReady data, tiered intervention data

G1.B2 MTSS Groupings 2

🔑 B256902

G1.B2.S1 Intervention/Enrichment guide 4

🔑 S271789

Strategy Rationale

If we provide an instructional intervention/enrichment guide, we will ensure that instruction during MTSS time is consistent.

Action Step 1 5

Develop and Intervention/Enrichment Guide which addresses how to effectively utilize the intervention/enrichment strategy

Person Responsible

Wendy Honeycutt

Schedule

Semiannually, from 8/3/2017 to 5/25/2018

Evidence of Completion

Sunrise Elementary Intervention/Enrichment Guide

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

MTSS Coach and Instructional coaches will create and monitor an Intervention/Enrichment Guide to help provide a consistent and cohesive intervention/enrichment program for all students.

Person Responsible

Rebecca Stevens

Schedule

Semiannually, from 8/3/2017 to 5/25/2018

Evidence of Completion

Completed/Published Intervention/Enrichment Guide

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

MTSS Coach and Instructional Coaches will create and monitor an Intervention/Enrichment Guide to help provide a consistent and cohesive intervention/enrichment program.

Person Responsible

Wendy Honeycutt

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

ELEOT and classroom walk-through data during MTSS times

G1.B2.S2 Flexible Groupings `4`

🔑 S271790

Strategy Rationale

If we provide flexible groupings, we will be able to meet the needs/differentiate for ALL students

Action Step 1 `5`

MTSS Flexible Groupings

Person Responsible

Wendy Honeycutt

Schedule

Every 6 Weeks, from 8/3/2017 to 5/25/2018

Evidence of Completion

MTSS schedule, identified MTSS groups and their data

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

MTSS Coach and Instructional Coaches will create flexible MTSS groups based on teacher input and student data to address all student's needs.

Person Responsible

Rebecca Stevens

Schedule

Every 6 Weeks, from 8/3/2017 to 5/25/2018

Evidence of Completion

MTSS schedule, identified MTSS groups/grade

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

MTSS Coach and Instructional Coaches will create flexible MTSS groups based on teacher input and student data to address all students needs

Person Responsible

Wendy Honeycutt

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

ELEOT and classroom walk-throughs during MTSS times

G1.B2.S3 MTSS data monitoring 4

S271791

Strategy Rationale

If we conduct monitoring of MTSS data, then we are ensuring that students needs are being addressed and met.

Action Step 1 5

Monitor the academic progress of all students through the school year

Person Responsible

Rebecca Stevens

Schedule

Every 6 Weeks, from 8/3/2017 to 5/25/2018

Evidence of Completion

School-wide data, data trackers, i-Ready data, common formative data, and FOCUS gradebook

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administration, the MTSS Coach, and the MTSS team will monitor the student's progress for evidence of academic gains.

Person Responsible

Rebecca Stevens

Schedule

Every 6 Weeks, from 8/3/2017 to 5/25/2018

Evidence of Completion

School-wide data, data trackers, i-Ready data, common formative assessment data, and FOCUS gradebook

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Administration, MTSS Coach and the MTSS team will monitor the student's progress for evidence of academic gains.

Person Responsible

Wendy Honeycutt

Schedule

Every 6 Weeks, from 8/3/2017 to 5/25/2018

Evidence of Completion

School-wide data, data trackers, i-Ready data, common formative assessment data, FOCUS gradebook

G1.B3 School Culture `2`

🔑 B256903

G1.B3.S1 Establish school-wide expectations `4`

🔑 S271792

Strategy Rationale

If we establish school-wide expectations, then there is consistency in routines and procedures throughout the school

Action Step 1 `5`

Establish and utilize school-wide expectations with teachers and staff

Person Responsible

Beth Telemko

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Posters throughout the school

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

Establish and Implement school-wide expectations

Person Responsible

Beth Telemko

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Posters within classroom, hallways, block areas, cafeteria, media center, discipline referral data

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

Establish and implement school-wide expectations

Person Responsible

Beth Telemko

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Discipline referral data

G1.B3.S2 Building positive relationships with all stakeholders (teachers, staff, students, parents, and community members) 4

🔑 S271793

Strategy Rationale

If we build relationships, then everyone will understand and be willing to work towards our targeted goals

Action Step 1 5

Building positive relationships with all stakeholders

Person Responsible

Beth Telemko

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Increase participation in PLC, family engagement nights, student clubs and activities, etc.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Build positive relationships with all stakeholders

Person Responsible

Beth Telemko

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Increased participation within PLCs, meetings, family nights, volunteer hours, and after school student clubs

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Build positive relationships with all stakeholders

Person Responsible

Beth Telemko

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

Increased participation in PLC, meetings, family night events, volunteer hour, after school student clubs, teacher/parent/student school culture data

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 🔑 M389937	Administration will review school-wide data.	Honeycutt, Wendy	8/3/2017	Data from iReady, common formative assessments, response to interventions, and district assessments	5/25/2018 monthly
G1.B1.S1.MA1 🔑 M389917	Administration, Instructional Coaches, and resource teachers will participate in PD focusing on the...	Telemko, Beth	8/3/2017	PD Calendars, agendas, sign-in sheets, walk-through data	5/25/2018 quarterly
G1.B1.S1.MA2 🔑 M389918	Administration and instructional coaches will conduct PD to Practice Walk-throughs for evidence of...	Telemko, Beth	8/3/2017	PD to Practice walk-through data, common formative assessment data, ELEOT data, and MyPGS data	5/25/2018 weekly
G1.B1.S1.MA6 🔑 M389919	Administrators, Instructional Coaches, and resource teachers will participate in PLC meetings for...	Honeycutt, Wendy	8/3/2017	Calendars, lesson plans, common formative assessments and data, proficiency scales, learning target tasks and data, ELEOT data, and MyPGS data	5/25/2018 weekly
G1.B1.S1.MA1 🔑 M389920	Administration and Instructional Coaches will work collaboratively to develop and deliver quarterly...	Telemko, Beth	8/3/2017	PD Calendar, agendas, sign-in sheets	5/25/2018 quarterly
G1.B1.S1.MA2 🔑 M389921	Administration, Instructional Coaches, and resource teachers will be participating members of grade...	Honeycutt, Wendy	8/3/2017	School Calendar, lesson plans, common formative assessments and data, proficiency scales, learning target tasks and data	5/25/2018 weekly
G1.B1.S1.MA3 🔑 M389922	Administration and Instructioanl Coaches will conduct PD to Practice walk-throughs	Telemko, Beth	8/3/2017	PD to Practice walk-through data	5/25/2018 weekly
G1.B1.S1.A1 🔑 A364418	Develop and deliver professional development to focus on the standards, instructional framework...	Telemko, Beth	8/3/2017	PD calendars, agenda, sign-in sheets	5/25/2018 quarterly
G1.B1.S1.A2 🔑 A364419	Conduct PD to Practice walkthroughs looking for standard-based instruction using the knowledge...	Telemko, Beth	8/3/2017	Lesson plans, common formative assessments and data, PD to Practice walk-through data	5/25/2018 weekly
G1.B1.S1.A3 🔑 A364420	Conduct classroom walk-throughs to monitor implementation of standard-based instruction using high...	Honeycutt, Wendy	8/3/2017	MyPGS data, reflective feedback, ELEOT data	5/25/2018 weekly
G1.B2.S1.MA1 🔑 M389927	MTSS Coach and Instructional Coaches will create and monitor an Intervention/Enrichment Guide to...	Honeycutt, Wendy	8/3/2017	ELEOT and classroom walk-through data during MTSS times	5/25/2018 monthly
G1.B2.S1.MA1 🔑 M389928	MTSS Coach and Instructional coaches will create and monitor an Intervention/Enrichment Guide to...	Stevens, Rebecca	8/3/2017	Completed/Published Intervention/ Enrichment Guide	5/25/2018 semiannually
G1.B2.S1.A1 🔑 A364425	Develop and Intervention/Enrichment Guide which addresses how to effectively utilize the...	Honeycutt, Wendy	8/3/2017	Sunrise Elementary Intervention/ Enrichment Guide	5/25/2018 semiannually
G1.B3.S1.MA1 🔑 M389933	Establish and implement school-wide expectations	Telemko, Beth	8/3/2017	Discipline referral data	5/25/2018 daily
G1.B3.S1.MA1 🔑 M389934	Establish and Implement school-wide expectations	Telemko, Beth	8/3/2017	Posters within classroom, hallways, block areas, cafeteria, media center, discipline referral data	5/25/2018 daily
G1.B3.S1.A1 🔑 A364428	Establish and utilize school-wide expectations with teachers and staff	Telemko, Beth	8/3/2017	Posters throughout the school	5/25/2018 daily
G1.B1.S2.MA1 🔑 M389923	Administrators, Instructional Coaches, and resource teachers will participate in PLC meetings for...	Honeycutt, Wendy	8/3/2017	Calendars, lesson plans, common formative assessments and data, proficiency scales, learning target tasks and data, ELEOT data, and MyPGS data.	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M389924	Administration, Instructional Coaches, and Resource Teachers will be active members in grad level...	Honeycutt, Wendy	8/3/2017	Calendar, lesson plans, common formative assessments and data, proficiency scales, learning target tasks, and data.	5/25/2018 weekly
G1.B1.S2.A1 A364421	Participate in Professional Learning Communities	Honeycutt, Wendy	8/3/2017	Lesson plans, common formative assessments, proficiency scales, and learning target tasks.	5/25/2018 weekly
G1.B2.S2.MA1 M389929	MTSS Coach and Instructional Coaches will create flexible MTSS groups based on teacher input and...	Honeycutt, Wendy	8/3/2017	ELEOT and classroom walk-throughs during MTSS times	5/25/2018 monthly
G1.B2.S2.MA1 M389930	MTSS Coach and Instructional Coaches will create flexible MTSS groups based on teacher input and...	Stevens, Rebecca	8/3/2017	MTSS schedule, identified MTSS groups/grade	5/25/2018 every-6-weeks
G1.B2.S2.A1 A364426	MTSS Flexible Groupings	Honeycutt, Wendy	8/3/2017	MTSS schedule, identified MTSS groups and their data	5/25/2018 every-6-weeks
G1.B3.S2.MA1 M389935	Build positive relationships with all stakeholders	Telemko, Beth	8/3/2017	Increased participation in PLC, meetings, family night events, volunteer hour, after school student clubs, teacher/parent/student school culture data	5/25/2018 daily
G1.B3.S2.MA1 M389936	Build positive relationships with all stakeholders	Telemko, Beth	8/3/2017	Increased participation within PLCs, meetings, family nights, volunteer hours, and after school student clubs	5/25/2018 daily
G1.B3.S2.A1 A364429	Building positive relationships with all stakeholders	Telemko, Beth	8/3/2017	Increase participation in PLC, family engagement nights, student clubs and activities, etc.	5/25/2018 monthly
G1.B1.S3.MA1 M389925	Administration, Instructional Coaches, and resource teachers will be participating members of grade...	Honeycutt, Wendy	8/3/2017	School calendar, lesson plans, reading records data, iReady data, tiered intervention data	5/25/2018 weekly
G1.B1.S3.MA1 M389926	Administration and Literacy Coach will work collaboratively to develop and deliver monthly PD	Telemko, Beth	8/3/2017	PD calendar, agenda, sign-in sheets	5/25/2018 monthly
G1.B1.S3.A1 A364422	Develop and deliver deliver professional development to focus deliberate instruction to ensure that...	Telemko, Beth	8/3/2017	PD Calendars, agendas, sing-in sheets	5/25/2018 monthly
G1.B1.S3.A2 A364423	Conduct PD to Practice Walk-through looking for differentiated small group guided reading using the...	Petrangeli, Kodie	8/3/2017	lesson plans, PD to Practice Walk-through data	5/25/2018 weekly
G1.B1.S3.A3 A364424	Conduct classroom walk-through to monitor implementation of differentiated small group guided...	Telemko, Beth	8/3/2017	MyPGS data, reflective feedback, ELEOT data	5/25/2018 weekly
G1.B2.S3.MA1 M389931	Administration, MTSS Coach and the MTSS team will monitor the student's progress for evidence of...	Honeycutt, Wendy	8/3/2017	School-wide data, data trackers, i-Ready data, common formative assessment data, FOCUS gradebook	5/25/2018 every-6-weeks
G1.B2.S3.MA1 M389932	Administration, the MTSS Coach, and the MTSS team will monitor the student's progress for evidence...	Stevens, Rebecca	8/3/2017	School-wide data, data trackers, i-Ready data, common formative assessment data, and FOCUS gradebook	5/25/2018 every-6-weeks
G1.B2.S3.A1 A364427	Monitor the academic progress of all students through the school year	Stevens, Rebecca	8/3/2017	School-wide data, data trackers, i-Ready data, common formative data, and FOCUS gradebook	5/25/2018 every-6-weeks

V. Professional Development Opportunities

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

G1. If we increase the engagement of ALL stakeholders and establish expectations for a high quality cohesive and collaborative learning environment, then we will positively impact student achievement in ALL areas.

G1.B1 Instructional Focus/ Framework

G1.B1.S1 Standard Focus

PD Opportunity 1

Develop and deliver professional development to focus on the standards, instructional framework components, proficiency scales, rigorous tasks, and common assessments.

Facilitator

Beth Telemko

Participants

Instructional Classroom Teachers

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

G1.B1.S3 Instructional focus on differentiated small group guided reading

PD Opportunity 1

Develop and deliver deliver professional development to focus deliberate instruction to ensure that small group guided reading instruction is differentiate based on every students needs.

Facilitator

Kodie Petrangeli

Participants

K-5 classroom teachers and interventionist para-professionals

Schedule

Monthly, from 8/3/2017 to 5/25/2018

VI. Technical Assistance Items

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

G1. If we increase the engagement of ALL stakeholders and establish expectations for a high quality cohesive and collaborative learning environment, then we will positively impact student achievement in ALL areas.

G1.B2 MTSS Groupings

G1.B2.S1 Intervention/Enrichment guide

TA Opportunity 1

Develop and Intervention/Enrichment Guide which addresses how to effectively utilize the intervention/enrichment strategy

Facilitator

Rebecca Stevens

Participants

K-5 Classroom Teachers, ESE Teachers,Intervention Para-Professionals, and ELL Para-Professionals

Schedule

Semiannually, from 8/3/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	Develop and deliver professional development to focus on the standards, instructional framework components, proficiency scales, rigorous tasks, and common assessments.	$0.00
2	G1.B1.S1.A2	Conduct PD to Practice walkthroughs looking for standard-based instruction using the knowledge gained from PD	$0.00
3	G1.B1.S1.A3	Conduct classroom walk-throughs to monitor implementation of standard-based instruction using high impact instructional strategies	$0.00
4	G1.B1.S2.A1	Participate in Professional Learning Communities	$0.00
5	G1.B1.S3.A1	Develop and deliver deliver professional development to focus deliberate instruction to ensure that small group guided reading instruction is differentiate based on every students needs.	$0.00
6	G1.B1.S3.A2	Conduct PD to Practice Walk-through looking for differentiated small group guided reading using the strategies and activities for PD	$0.00
7	G1.B1.S3.A3	Conduct classroom walk-through to monitor implementation of differentiated small group guided reading	$0.00
8	G1.B2.S1.A1	Develop and Intervention/Enrichment Guide which addresses how to effectively utilize the intervention/enrichment strategy	$0.00
9	G1.B2.S2.A1	MTSS Flexible Groupings	$0.00

10	G1.B2.S3.A1	Monitor the academic progress of all students through the school year	$0.00
11	G1.B3.S1.A1	Establish and utilize school-wide expectations with teachers and staff	$0.00
12	G1.B3.S2.A1	Building positive relationships with all stakeholders	$0.00
		Total:	$0.00