

Marion County Public Schools

# Sunrise Elementary School



2017-18 Schoolwide Improvement Plan

## Sunrise Elementary School

375 MARION OAKS CRSE, Ocala, FL 34473

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>40</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>42</b>
Professional Development Opportunities	42
Technical Assistance Items	45
<b>Appendix 3: Budget to Support Goals</b>	<b>45</b>

## 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
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

At Sunrise we value our students and families, and we believe all students can learn. Therefore, we will provide a quality education that supports students and provides opportunities for success in a safe and secure environment.

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

At Sunrise diverse learners are provided a quality education that established the foundation for graduation and post graduation opportunities supported by all family and community stakeholders.

#### 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 culturally divers school. The demographics speak for itself as there are more minority students than majority students. The school learns about students' cultures and builds relationships between students and teachers by listening to students and parents, providing opportunities for families to to be involved in and suggest events and activities designed to engage families.

The administration understands diversity should be embraced and selects a group of certified staff whose backgrounds are similar to students which builds relationships among staff, students, and families.

During the 17-18 school year and beyond, Sunrise Elementary will implement a Science, Technology, Engineering, Arts, and Math (STEAM) magnet program for all students. Adding a STEAM magnet will bridge the gap among subgroups which also include ELLs and students with disabilities and well as gifted, on level and below level students by incorporating scenarios where students are able to problem solve, think critically, and enhance their fine and performing arts abilities. This will be accomplished through incorporating the five STEAM essentials; (1) using a standards based curriculum, (2) understanding student disposition which includes attitudes and social emotional behaviors, (3) encouraging the four "C's" (creativity, communication, collaboration, and critical thinking), (4) understanding the benefits of STEAM careers, and (5) understanding trans-diciplinary global concepts.

Additionally, parents and community engagement will be solicited through relevant parent events and activities. Parents and community members of diverse backgrounds will have opportunity to volunteer on campus, be an active SAC, PTO, or Parent Council member.

Finally, teachers and students will have opportunities to learn about and understand different cultures through school and classroom projects.

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

A supportive environment is one that allows students to achieve to their best potential. This is can be achieved when expectations are high and all stakeholders believe that all children can learn.

Protocols are set and students understand they are safe and respected inside and outside the classroom.

At Sunrise, teachers and staff members struct an environment that caters to students. Before school staff members greet students as they are assigned duty to ensure students' safety. During school, teachers provide a structured environment where students are free to participate without fear. Classes are manage using a strict, but fair management plan based on the Positive Behavior Interventions and Support (PBIS). After school, teachers and staff members are assigned duty to ensure students are safe until they are reunited with their families.

**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.**

At Sunrise, the school-wide behavior system was developed based on the framework of Positive Behavior Intervention System (PBIS). This evidence-based approach is employed within all areas of the school and provides a focus on reinforcing positive behaviors and teaching school-wide expectations. Three expectations govern the system. "The Big 3" are: Do what's right. Do your best. Treat others the way you want to be treated.

The Big 3 are recited daily on the Morning Show. Students who follow these rules consistently are rewarded with "Sunny Money." This money is used in the school's PBIS store. Students visit the PBIS store to purchase items. Students are also rewarded through PBIS with monthly activities such as pizza parties and game day.

Discipline expectations are communicated to students twice a year to introduce, teach, model and review school wide expectations. Students are reminded of classroom and school expectations on the school's morning show each weekly. Administration conducts classroom walkthroughs frequently to encourage positive behavior.

The PBIS committee meets monthly to ensure discipline protocols are used effectively. Staff members discuss successes and areas of improvement.

Furthermore, the Multi-tiered Systems of Support (MTSS) is applied to the entire school community. This three tiered approach provides a format where students that are not responding to the school-wide Tier 1 plan are moved into a higher tier (either 2 or 3) where a more individualized approach to provide positive interventions can be applied.

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

Our comprehensive school counseling program provides education, prevention and intervention services.

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

This year the school will also implement an after school program funded by the 21 Century

Community Learning Centers (21CCLC) grant. This grant provides an opportunity for students to interact through academic and personal enrichment activities. Students in grades 2-4 may participate. Ideally students will enhance academics and social skills through STEAM based activities.

### 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.

Marion County uses Unify/Performance Matters to house all pertinent student data. From this database, schools are able to determine students with one or multiple early warning indicators. The Early Warning System provides an in insight on attendance, discipline, course grades, and local and state assessment.

Information gleaned from this data allows teachers and administrators with background information to help encourage and motivate their students. It also provides insight on students who struggle and may be at risk of failure.

The data in the charts below reflects 2016-2017 data.

#### 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	3	18	8	14	22	0	0	0	0	0	0	0	0	65
One or more suspensions	4	19	12	26	27	0	0	0	0	0	0	0	0	88
Course failure in ELA or Math	0	13	10	42	1	0	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	10	17	0	0	0	0	0	0	0	0	27

##### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	5	28	22	54	48	0	0	0	0	0	0	0	0	157

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

Intervention Strategies include:

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

In addition the following programs will be put into place.

### SRA Early Interventions in Reading – Intervention for K-3

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

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

### SRA Reading Mastery – Intervention for K-2 struggling readers

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

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

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

## B. Family and Community Engagement

The school's response to this section may 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/423375>.

##### 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.

At Sunrise, we reach out to families and community partners to engage them (events, volunteer opportunities, school wide collaboration efforts, student advocacy).

Relationships are built and sustained through a variety of coordinated efforts as explained in the Parent

and Family Engagement Plan (PFEP) attached above.

Families of Sunrise students reap the benefits of this coordination. Benefits include, but are not limited to:

- School supplies (annual Back to School Bash)
- HIPPY services (parents of students ages 3-5)
- Academic support (volunteer efforts)
- Community services (community partners)
- Pre-Kindergarten services (students ages 4-5)
- After school programs (21CCLC)
- Food 4 Kids
- 100 Grandparents (volunteer efforts)
- Kindergarten transition (Private VPK providers/Kindergarten teachers)

## 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
DeWese, Anna	Principal
Thomas, Victoria	Assistant Principal
Adams, Veva	Assistant Principal
Brown, Jennifer	Instructional Coach
Davis, Gillian	Dean
Gallagher, Teresa	School Counselor
Hartley, Rosanne	Instructional Coach
Hughes, Braegan	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-based administrative leadership team is comprised of the above named members:

- Dr. Anna DeWese- principal - monitors all school processes and systems;
- Veva Adams and Victoria Thomas-assistant principals - monitor curriculum and instruction;
- Gillian Davis-Tait--student services manager-monitors the PBIS system and discipline
- Teresa Gallagher and Dr. Melba Jackson-guidance counselors- guide and monitor the MTSS process and provide counseling to students;
- Jennifer Brown-content area specialist for math- provides the needed professional development, modeling and coaching
- Rosanne Hartley-content area specialist for literacy- provides the needed professional development, modeling and coaching
- Braegan Hughes-content area specialist for science- provides the needed professional development, modeling and coaching

The leadership team meets weekly to discuss school practices (instructional practices, STEAM

magnet initiative, 21CCLC program, Title I, Part A funded projects, and family engagement opportunities)

In addition to the leadership team, some members assist with problem solving through the school's synergy team which helps to identify students' academic and behavior needs. The team meets periodically to set individual goals for students and to progress monitor growth.

**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.**

At Sunrise, the leadership team identifies and aligns all available resources through coordinated services and programs. After analyzing data student, teacher, and family needs are identified. The leadership team uses the 8 step problem solving process to identify goals, barriers, strategies, and activities that may provide the desired outcome. After the alignment, funds and services are identified to help support curriculum, enhance professional development, and coordinate services for students and families.

Curriculum support is identified. An action plan for effective use is monitored, and data is monitored monthly to show improvement. If there is no improvement, the plan is revisited to ensure its fidelity.

Professional development opportunities are created based on student and teacher needs through a survey. Teachers are able to identify strengths and areas of improvement to ensure instruction aligns to standards.

Coordination of services occurs often. The school has many community partners to help families advocate for their children and receive services to improve student academics.

Please refer to the Problem Solving Section of this plan for more detail.

This coordination occurs during leadership meetings. A review of data occurs monthly to ensure resources are used appropriately.

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

### **a. Membership**

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

Name	Stakeholder Group
Dr. Anna DeWese	Principal
Amie Ruiz	Parent
Jen Lamphear	Parent
Suzie Nelson	Parent
Karen Fletcher	Parent
Virginia Galye	Parent
Noises Ochoa	Parent
Amanda Delarosa	Parent
Tanika Williams	Teacher
Adeni Small	Teacher
Jenny Hoosac	Teacher
Ana Julian	Parent
Maria Ulloa	Teacher

## b. Duties

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

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 Sunrise, the SAC meets during the first months of school to evaluate the effectiveness of the prior year's plan to determine needs for the current year's plan.

#### *b. Development of this school improvement plan*

Suggestions (based on the 2016-2017 plan) was used to guide the development of the 2017-2018 plan. Additionally, data gleaned from parent and teacher-staff surveys (January 2017) offered suggestions for improvement.

Moving forward:

At Sunrise, the SAC meets twice a year to review the plan and offer input in the development of the plan.

The SAC meetings are informative and provide a forum to share information about Sunrise. All ideas involved are welcome, but consensus is needed to provide changes to the plan.

After a review of the suggested data (used through the problem solving process) is offered, the council may choose to continue with the current plan or revise the plan.

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

Current data (student, teacher, and family) identify school's needs. Budgets (including local, state, and federal) are provided to the principal. Needs and budgets are presented to the SAC. Through a collaborative effort, budgets are created.

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

N/A

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
DeWese, Anna	Principal
Adams, Veva	Assistant Principal
Thomas, Victoria	Assistant Principal
Brown, Jennifer	Instructional Coach
Gallagher, Teresa	School Counselor
Davis, Gillian	Dean
Hartley, Rosanne	Instructional Coach
Hughes, Braegan	Instructional Coach

**b. Duties**

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

At Sunrise, the literacy team promotes literacy in all academic areas as literacy sets the foundation for content area reading. The major focus of the literacy team is to ensure teachers receive appropriate professional development (in class modeling, side by side coaching, or direct feedback regarding lesson delivery). Another focus of the literacy team is to ensure students are successful readers. Data analysis is a conduit for discussion, problem solving, and action planning.

Literacy professional development, instructional coaching, and instructional delivery are frequently reviewed via walkthrough data, lesson plans, surveys, assessment and diagnostic data in all core areas and at all tiers through the MTSS process.

Additionally, teachers are trained in a variety of programs for intensive intervention and enrichment instruction, and for the first time, they will also receive professional development to implement the STEAM magnet program and 21CCLC after school program.

Student literacy is also promoted through the MyOn online reading program (in class and at home).

Volunteers are recruited to assist with content area reading, help in the media center, and read to students on a monthly basis.

**Initiatives**

- Make instructional and professional development decisions based on data
- Review student progress in reading
- Promote differentiation of instruction (Leveled Learning & Triple I-Immediate Intensive Intervention)
- Review progress monitoring results
- Analyze assessment data (local and state)

- Recommend needed resources and/or support
- Review effectiveness of reading program and instructional strategies
- Determine appropriate placement of students in reading program
- Identify areas for professional development
- Support paraprofessionals

## 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.

At Sunrise, opportunities for teachers that encourage positive working relationships between teachers are possible through collaboration in department, grade level teams, and vertical teams. These opportunities include weekly grade level meetings, collaborative discussions to disaggregate student data and plan instruction. Teachers may also volunteer to join the SAC or other committees to improve the school's culture which also builds positive relationships.

Teachers are also able to participate in professional learning communities (PLC's) which cater to teachers' needs to improve the quality of instruction. Collaboration opportunities also help teachers understand standards, review student data, reflect on instructional delivery, and consider trends in student performance which place students at a tier 1, 2, or 3 level.

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

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

In order to retain highly qualified (certified), administrators must first hire teachers who are certified to teach the appropriate curriculum. At Sunrise, every effort was made to hire certified teachers during summer 2017.

During the school year new teachers/staff (Baby Sharks) will be supported through professional development, instructional support, and PLC's to help them become successful. The administration also conducts walkthroughs and provides feedback that supports instructional growth and classroom practices.

New hires will also receive support for the Curriculum & Instruction Department through the district's new teacher program.

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

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

Again, new hires will also receive support for the Curriculum & Instruction Department through the district's new teacher program.

## 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.**

At Sunrise, all teachers were provided a copy of their individual standards which is the curriculum. Curriculum Maps aligned to the Florida Standards were developed by the Curriculum and Instruction department and also provided to teachers in all areas. Additionally, the core curriculum was offered to teachers.

Title I, Part A funds were used to supplement core ELA and math curriculum through the purchases of iReady and Top Score writing. These supplemental materials are monitored with fidelity through data analysis, classroom walkthroughs, and reviewed through lesson plans.

Instructional materials which are not provided by the district or school must be approved by administration.

#### 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.**

At Sunrise, data is gleaned to determine needs of classes, groups of students, and individual students. Students are screened three times per year with the iReady diagnostic in reading and math. Profile grouping reports help teachers focus efforts in order to provide differentiated instruction for students at all levels with diverse needs. Additionally, growth monitoring (progress monitoring) checks are administered monthly to show areas of need or students' strengths.

Progress monitoring data also serves the purpose for driving classroom instruction as teachers must teach grade level standards through core instruction, but also scaffold and differentiate lessons based on student needs. Instruction is modified through small group lessons, intervention, or remediation groups. Instruction is also modified to cater to on level and high achieving students.

**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:** 17,700

Sunrise Elementary received the 21CCLC grant for three years beginning Fall 2017. The grant allows students to receive academic and personal enrichment opportunities four days a week for 2.5 hours each day. The program caters to second-fourth grade students. However, if opportunities arise first grade students will be enrolled.

### **Strategy Rationale**

Since Sunrise is implementing a STEAM magnet program this year, the after school program extends the STEAM opportunities. Ideally, the 21CCLC protocol allows for project based learning which is also a component of the STEAM magnet.

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

- Core Academic Instruction
- Enrichment

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

Hughes, Braegan, braegan.hughes@marion.k12.fl.us

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

The 21CCLC grant funds an external evaluator to monitor the effectiveness of the program. The evaluator conducts walkthroughs and provides feedback after each quarterly visit.

## **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.**

Stagger Start is a District Initiative to assist students in transitioning into Kindergarten. Half of the class reports to school on the first two days of school which provides teachers with the opportunity to assess and transition students into Kindergarten. After the brief transition, all students report on the third day of school.

During the 2017-2018 school year, Sunrise will offer two Voluntary Pre-Kindergarten (VPK) classes. The classes focus on Developmentally Appropriate Practices (DAP) through the Early Literacy and Learning Model and Beyond Centers and Circle Time curricula to support Kindergarten transition efforts.

For the first time, Kindergarten teachers will collaborate with VPK and Private VPK providers to assist in transition efforts. Collaboration meetings will occur quarterly and will be facilitated by Early Learning Coalition staff.

In addition to incoming students, out-going 4th graders are provided the opportunity to visit and learn about their transition from elementary to middle school. Students visit the middle school campus and meet with the key members of the staff that will help their transition. Students receive information

concerning classes, school environment, enrichment and extra curricular activities. A guided tour of the campus is also included during this visitation.

## **b. College and Career Readiness**

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

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

At Sunrise, the instructional focus is standards based, but differentiated to meet the needs of all students in our diverse population. A solid foundation helps students transition to the next grade level and ultimately provides opportunities for students to earn industry certifications and advance to college or careers.

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

Marion County provides several industry certification courses at the middle and high school levels. These certifications include:

Agriculture, Food & Natural Resources

Agritechnology  
Animal Science & Services  
Food Science Applications  
Landscape Operations  
Technical Agriculture Operations  
Veterinary Assisting  
Architecture & Construction

Building Construction Technology  
Drafting  
Arts, A/V Technology & Communications

Digital Design  
Digital Video Production  
Business, Management & Administration

Administrative Office Specialist  
Business Management & Analysis  
Legal Administrative Specialist  
Promotional Enterprise  
Education & Training

Early Childhood Education  
Principles of Teaching  
Engineering & Technical Education

Aerospace Technologies  
Communications Technology

Technical Design  
Applied Engineering Technology  
Power & Energy Technology  
Health Science

Allied Health Assisting  
Biomedical Sciences  
Electrocardiograph Technician  
Hospitality

Culinary Arts  
Information Technology

Technical Support Services  
Web Development  
Law, Public Safety & Security

Criminal Justice Operations  
Manufacturing

Automation & Production Technology  
Industrial Biotechnology  
Transportation, Distribution & Logistics

Automotive Maintenance and Light Repair

It is the responsibility of the elementary schools to build the foundation and love of learning so students may have a variety of opportunities to earn an industry certification if they choose.

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

Not Applicable

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

Not Applicable

## II. Needs Assessment

The school's completion of this 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.

Areas of strength include learning gains in both ELA and math. However, students scoring at or above grade level in reading shows a deficit as well as students earning a level 4 or 5 in both ELA and math.

After reviewing parent and school survey data, it is apparent that parent engagement needs to be addressed.

## 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.

Please see the problem solving section of this plan.

## 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 intentionally partner with and engage our stakeholders, then relationships and student achievement will improve.
  
- G2.** If we focus on standards based core instruction and differentiate to meet the needs of diverse learners, then we will increase student achievement.

## Strategic Goals Detail

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

**G1.** If we intentionally partner with and engage our stakeholders, then relationships and student achievement will improve. 1a

G095852

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	70.0
Math Gains District Assessment	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of attendance at engagement activities and events

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

- Title I, Part A funds Family nights (parent information sessions) After school activities and programs (21 CCLC) Community Partners Community events Holiday events Volunteer opportunities

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

Parent Survey and Student Diagnostic Data

**Person Responsible**

Anna DeWese

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Parent survey data (parent events) and Student diagnostic data (iReady, MTSS)

**G2.** If we focus on standards based core instruction and differentiate to meet the needs of diverse learners, then we will increase student achievement. 1a

G095853

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	60.0
Math Gains	70.0
Math Lowest 25% Gains	60.0

**Targeted Barriers to Achieving the Goal** 3

- Need for professional development and ongoing support
- Need to provide instructional supports

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

- Content Area Specialists (Literacy, Math, and Science)
- Title I, Part A funding
- STEAM resources
- Paraprofessionals, ESE, ESOL, KDG, Instructional, TI
- Curriculum resources including Top Score, iReady, MyOn, Imagine Learning,
- PK classrooms and supports
- Student Services Manager (Dean)
- PBIS Program
- Attendance Incentives
- 21CCLC after school program
- Incentives for student achievement
- Curriculum maps
- District assessments
- Interactive technology/desktops/chromebooks

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

Assessment data will be analyzed to determine the effectiveness of the plan as strategies are implemented in classrooms

**Person Responsible**

Victoria Thomas

**Schedule**

Monthly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

District assessments iReady data (reading/math) Top Score (writing) MyOn (reading) Discipline (office discipline referrals) Attendance (daily average attendance, absences, tardies)

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

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

**G1.** If we intentionally partner with and engage our stakeholders, then relationships and student achievement will improve. **1**

 G095852

**G1.B2** Lack of attendance at engagement activities and events **2**

 B258014

**G1.B2.S1** Use orientation to recruit volunteers **4**

 S273112

### Strategy Rationale

Five Essentials data supports family and community engagement which helps schools improve culture and students achievement

### Action Step 1 **5**

Recruit volunteers during orientation and open house events

#### Person Responsible

Gillian Davis

#### Schedule

Daily, from 8/9/2017 to 9/7/2017

#### Evidence of Completion

Completed volunteer applications (dated between August and September)

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

Volunteer coordinator will track number of complete volunteer applications

**Person Responsible**

Gillian Davis

**Schedule**

On 9/29/2017

**Evidence of Completion**

Completed volunteer applications during the months of August-September Number of volunteers placed and volunteering throughout the campus

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

Completed volunteer applications will be collected

**Person Responsible**

Anna DeWese

**Schedule**

Daily, from 8/9/2017 to 9/29/2017

**Evidence of Completion**

All completed volunteer applications will be dated when received.

**G1.B2.S2** Implement parent council 4

S273113

**Strategy Rationale**

If parents have a voice on campus, the school can gauge the pulse of the community. Ideally the council will work with the principal to improve perceptions, identify needs, and determine strategies for improvement.

**Action Step 1** 5

Implement a parent council

**Person Responsible**

Anna DeWese

**Schedule**

Every 2 Months, from 9/1/2017 to 5/25/2018

**Evidence of Completion**

Council agendas, minutes, sign in rosters

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

Leadership team reviews parent council suggestions (minutes)

**Person Responsible**

Anna DeWese

**Schedule**

Every 2 Months, from 9/1/2017 to 5/25/2018

**Evidence of Completion**

Leadership minutes, agenda, action plan (to do lists), changes in structures as determined by council minutes

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

Track parent council minutes

**Person Responsible**

Victoria Thomas

**Schedule**

Every 2 Months, from 9/1/2017 to 5/25/2018

**Evidence of Completion**

Leadership minutes, agenda, action plan (to do lists), changes in structures as determined by council minutes

**G1.B2.S3 Plan activities and events for parents/community stakeholders 4**

 S273114

**Strategy Rationale**

Five Essentials data supports family and community engagement which helps schools improve culture and students achievement

**Action Step 1 5**

Plan relevant events and activities to actively engage parents

**Person Responsible**

Anna DeWese

**Schedule**

Quarterly, from 7/10/2017 to 5/25/2018

**Evidence of Completion**

Parent-Student Handbook, flyers, agendas, surveys

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

Track events and activities (data)

**Person Responsible**

Anna DeWese

**Schedule**

Quarterly, from 7/22/2017 to 5/25/2018

***Evidence of Completion***

Leadership minutes, parent surveys, parent council minutes

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

Track Quality of Events and Activities (Leadership Team)

**Person Responsible**

Victoria Thomas

**Schedule**

Quarterly, from 7/22/2017 to 5/25/2018

***Evidence of Completion***

Leadership minutes, parent surveys, parent council minutes

**G1.B2.S4 Plan for opportunities for community partners** 4

S273115

**Strategy Rationale**

Five Essentials data supports family and community engagement which helps schools improve culture and students achievement

**Action Step 1** 5

Expand Oak Run (100 Grandparents) & Summer Glenn community volunteers

**Person Responsible**

Anna DeWese

**Schedule**

Quarterly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Volunteer Requests Document (Teachers), 100 Grandparents Assignments

**Plan to Monitor Fidelity of Implementation of G1.B2.S4** 6

Placement of volunteers

**Person Responsible**

Sara Ward

**Schedule**

Quarterly, from 8/1/2017 to 5/25/2018

**Evidence of Completion**

Volunteer assignments, volunteer sign in reports (V-Soft)

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Survey community volunteers

**Person Responsible**

Sara Ward

**Schedule**

Triannually, from 8/1/2017 to 5/25/2018

***Evidence of Completion***

Survey results

**G2.** If we focus on standards based core instruction and differentiate to meet the needs of diverse learners, then we will increase student achievement. 1

G095853

**G2.B1** Need for professional development and ongoing support 2

B258016

**G2.B1.S1** Create and implement (with fidelity) a relevant professional development plan for the year 4

S273116

### Strategy Rationale

Teachers and paras will provide high quality standards based lessons if they understand standards and the components of a highly effective lesson. Therefore, a comprehensive PD plan must be designed and differentiated to meet the needs of teachers and paraprofessionals.

### Action Step 1 5

Meet with leadership team and create PD plan

#### Person Responsible

Veva Adams

#### Schedule

Biweekly, from 7/27/2017 to 8/18/2017

#### Evidence of Completion

Minutes, agendas, calendar invitations

### Action Step 2 5

Create a master calendar of PD events (should be a working document)

#### Person Responsible

Gillian Davis

#### Schedule

On 7/27/2017

#### Evidence of Completion

Completed calendar

**Action Step 3** 5

Communicate the plan to teachers and paras

**Person Responsible**

Veva Adams

**Schedule**

On 8/7/2017

**Evidence of Completion**

Minutes, PPT or documents, sign in rosters, MIP data found in Truenorthlogic

**Action Step 4** 5

Survey teacher and paras to determine needs for PD and support

**Person Responsible**

Veva Adams

**Schedule**

On 8/18/2017

**Evidence of Completion**

Results of surveys

**Action Step 5** 5

Analyze survey results and revise plan of supports

**Person Responsible**

Veva Adams

**Schedule**

Monthly, from 8/18/2017 to 5/25/2018

**Evidence of Completion**

Revised calendar of supports

**Action Step 6** 5

Monitor and support plan of supports

**Person Responsible**

Veva Adams

**Schedule**

Monthly, from 7/27/2017 to 5/25/2018

**Evidence of Completion**

TNL exit survey feedback

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

The leadership team meets monthly to analyze data and ensure the fidelity of the plan of supports for teachers and paras

**Person Responsible**

Veva Adams

**Schedule**

Monthly, from 7/27/2017 to 5/25/2018

**Evidence of Completion**

Team minutes Agenda Revised Calendar of PD Events MIP Rosters

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

The leadership team analyze data to monitor the effectiveness of the plan of supports

**Person Responsible**

Victoria Thomas

**Schedule**

Monthly, from 7/27/2017 to 5/25/2018

**Evidence of Completion**

1. Survey results of PD/support 2. Observation feedback 3. Number of teachers completing coaching cycle 4. Copy of revised calendar of PD events

**G2.B1.S2** Create a plan to support new Sunrise faculty and staff members 4

S273117

**Strategy Rationale**

New and new-to-school teachers are often disengaged as they do not understand structures within the school's culture. In order to build capacity and a supportive environment, all "baby sharks" will be supported by veteran staff and school leaders.

**Action Step 1** 5

Identify "Baby Sharks"

**Person Responsible**

Victoria Thomas

**Schedule**

On 8/3/2017

**Evidence of Completion**

New Hire Information (new to Sunrise teachers and new teachers)

**Action Step 2** 5

Provide a survey to "Baby Sharks"

**Person Responsible**

Veva Adams

**Schedule**

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

**Evidence of Completion**

Use Survey Results to Create a Specialized Plan for "Baby Sharks"

**Action Step 3** 5

Provide Instructional Supports to "Baby Sharks"

**Person Responsible**

Victoria Thomas

**Schedule**

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

**Evidence of Completion**

CAS (literacy, math, and science) agendas, minutes, daily schedules

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

The leadership team meets monthly to analyze data and ensure the fidelity of the plan of supports

**Person Responsible**

Victoria Thomas

**Schedule**

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

**Evidence of Completion**

Leadership Agenda Leadership Minutes Revised Calendar of PD List of Supports for Baby Sharks Content Area Specialist ROI documents (proving time spent) Student Services Manager and School Counselor Logs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Leadership analyzes "Baby Shark" assessment data

**Person Responsible**

Victoria Thomas

**Schedule**

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

**Evidence of Completion**

iReady District Assessments

**G2.B1.S3** Design professional development and supports for teachers to implement an effective Positive Behavior Interventions & Support (PBIS) program 4

S273118

**Strategy Rationale**

Students thrive in a supportive environment where they are free to participate, learn and achieve. Teachers who can manage their classrooms with little interruptions can deliver ambitious instruction geared towards diverse learners.

**Action Step 1** 5

Identify Classrooms with Management/Discipline Concerns

**Person Responsible**

Gillian Davis

**Schedule**

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

**Evidence of Completion**

Quarterly discipline referrals

**Action Step 2** 5

Provide an Overview of the PBIS System

**Person Responsible**

Gillian Davis

**Schedule**

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

**Evidence of Completion**

PBIS PD PowerPoint

**Action Step 3** 5

Provide PBIS Updates and Refreshers to Students

**Person Responsible**

Gillian Davis

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Video Clips (Morning Show)

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Leadership Team Meets Monthly to Discuss PBIS/Discipline Data

**Person Responsible**

Victoria Thomas

**Schedule**

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

**Evidence of Completion**

Discipline Data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Informal Program Evaluation Conducted Quarterly

**Person Responsible**

Victoria Thomas

**Schedule**

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

**Evidence of Completion**

Results of teacher surveys, discipline data, iReady data, standards mastery data

**G2.B2** Need to provide instructional supports **2**

 B258017

**G2.B2.S1** Identify teachers and provide instructional supports **4**

 S273119

**Strategy Rationale**

Instructional supports provided by specialists (literacy, math, and science) will help teachers improve instruction and academic achievement

**Action Step 1** **5**

Identify teachers and classrooms needing instructional supports

**Person Responsible**

Veva Adams

**Schedule**

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

**Evidence of Completion**

Administrative walkthrough data, teacher interest, diagnostic data (iReady)

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

List of teachers and supports identified by leadership team

**Person Responsible**

Veva Adams

**Schedule**

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

**Evidence of Completion**

List of identified teachers and supports needed

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Leadership team reviews identified instructional supports

**Person Responsible**

Victoria Thomas

**Schedule**

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

***Evidence of Completion***

Return on investment documents (literacy, math, and science) iReady data Formative assessment 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
<b>2018</b>					
 G2.B1.S1.A2 A366545	Create a master calendar of PD events (should be a working document)	Davis, Gillian	7/27/2017	Completed calendar	7/27/2017 one-time
 G2.B1.S2.A1 A366550	Identify "Baby Sharks"	Thomas, Victoria	7/17/2017	New Hire Information (new to Sunrise teachers and new teachers)	8/3/2017 one-time
 G2.B1.S1.A3 A366546	Communicate the plan to teachers and paras	Adams, Veva	8/7/2017	Minutes, PPT or documents, sign in rosters, MIP data found in Truenorthlogic	8/7/2017 one-time
 G2.B1.S1.A1 A366544	Meet with leadership team and create PD plan	Adams, Veva	7/27/2017	Minutes, agendas, calendar invitations	8/18/2017 biweekly
 G2.B1.S1.A4 A366547	Survey teacher and paras to determine needs for PD and support	Adams, Veva	8/3/2017	Results of surveys	8/18/2017 one-time
 G2.B1.S3.MA1 M392928	Leadership Team Meets Monthly to Discuss PBIS/Discipline Data	Thomas, Victoria	8/3/2017	Discipline Data	8/25/2017 monthly
 G1.B2.S1.A1 A366540	Recruit volunteers during orientation and open house events	Davis, Gillian	8/9/2017	Completed volunteer applications (dated between August and September)	9/7/2017 daily
 G1.B2.S1.MA1 M392914	Completed volunteer applications will be collected	DeWese, Anna	8/9/2017	All completed volunteer applications will be dated when received.	9/29/2017 daily
 G1.B2.S1.MA1 M392915	Volunteer coordinator will track number of complete volunteer applications	Davis, Gillian	8/9/2017	Completed volunteer applications during the months of August-September Number of volunteers placed and volunteering throughout the campus	9/29/2017 one-time
 G1.MA1 M392922	Parent Survey and Student Diagnostic Data	DeWese, Anna	8/10/2017	Parent survey data (parent events) and Student diagnostic data (iReady, MTSS)	5/25/2018 quarterly
 G2.MA1 M392931	Assessment data will be analyzed to determine the effectiveness of the plan as strategies are...	Thomas, Victoria	8/1/2017	District assessments iReady data (reading/math) Top Score (writing) MyOn (reading) Discipline (office discipline referrals) Attendance (daily average attendance, absences, tardies)	5/25/2018 monthly
 G2.B1.S1.MA1 M392923	The leadership team analyze data to monitor the effectiveness of the plan of supports	Thomas, Victoria	7/27/2017	1. Survey results of PD/support 2. Observation feedback 3. Number of teachers completing coaching cycle 4. Copy of revised calendar of PD events	5/25/2018 monthly
 G2.B1.S1.MA1 M392924	The leadership team meets monthly to analyze data and ensure the fidelity of the plan of supports...	Adams, Veva	7/27/2017	Team minutes Agenda Revised Calendar of PD Events MIP Rosters	5/25/2018 monthly
 G2.B1.S1.A5 A366548	Analyze survey results and revise plan of supports	Adams, Veva	8/18/2017	Revised calendar of supports	5/25/2018 monthly
 G2.B1.S1.A6 A366549	Monitor and support plan of supports	Adams, Veva	7/27/2017	TNL exit survey feedback	5/25/2018 monthly
 G2.B2.S1.MA1 M392929	Leadership team reviews identified instructional supports	Thomas, Victoria	8/3/2017	Return on investment documents (literacy, math, and science) iReady data Formative assessment data	5/25/2018 quarterly
 G2.B2.S1.MA1 M392930	List of teachers and supports identified by leadership team	Adams, Veva	8/3/2017	List of identified teachers and supports needed	5/25/2018 quarterly
 G2.B2.S1.A1 A366556	Identify teachers and classrooms needing instructional supports	Adams, Veva	8/3/2017	Administrative walkthrough data, teacher interest, diagnostic data (iReady)	5/25/2018 quarterly

**Marion - 0571 - Sunrise Elementary School - 2017-18 SIP**  
*Sunrise Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1 M392916	Track parent council minutes	Thomas, Victoria	9/1/2017	Leadership minutes, agenda, action plan (to do lists), changes in structures as determined by council minutes	5/25/2018 every-2-months
G1.B2.S2.MA1 M392917	Leadership team reviews parent council suggestions (minutes)	DeWese, Anna	9/1/2017	Leadership minutes, agenda, action plan (to do lists), changes in structures as determined by council minutes	5/25/2018 every-2-months
G1.B2.S2.A1 A366541	Implement a parent council	DeWese, Anna	9/1/2017	Council agendas, minutes, sign in rosters	5/25/2018 every-2-months
G2.B1.S2.MA1 M392925	Leadership analyzes "Baby Shark" assessment data	Thomas, Victoria	8/3/2017	iReady District Assessments	5/25/2018 monthly
G2.B1.S2.MA1 M392926	The leadership team meets monthly to analyze data and ensure the fidelity of the plan of supports	Thomas, Victoria	8/3/2017	Leadership Agenda Leadership Minutes Revised Calendar of PD List of Supports for Baby Sharks Content Area Specialist ROI documents (proving time spent) Student Services Manager and School Counselor Logs	5/25/2018 monthly
G2.B1.S2.A2 A366551	Provide a survey to "Baby Sharks"	Adams, Veva	8/3/2017	Use Survey Results to Create a Specialized Plan for "Baby Sharks"	5/25/2018 quarterly
G2.B1.S2.A3 A366552	Provide Instructional Supports to "Baby Sharks"	Thomas, Victoria	8/3/2017	CAS (literacy, math, and science) agendas, minutes, daily schedules	5/25/2018 monthly
G1.B2.S3.MA1 M392918	Track Quality of Events and Activities (Leadership Team)	Thomas, Victoria	7/22/2017	Leadership minutes, parent surveys, parent council minutes	5/25/2018 quarterly
G1.B2.S3.MA1 M392919	Track events and activities (data)	DeWese, Anna	7/22/2017	Leadership minutes, parent surveys, parent council minutes	5/25/2018 quarterly
G1.B2.S3.A1 A366542	Plan relevant events and activities to actively engage parents	DeWese, Anna	7/10/2017	Parent-Student Handbook, flyers, agendas, surveys	5/25/2018 quarterly
G2.B1.S3.MA1 M392927	Informal Program Evaluation Conducted Quarterly	Thomas, Victoria	8/3/2017	Results of teacher surveys, discipline data, iReady data, standards mastery data	5/25/2018 quarterly
G2.B1.S3.A1 A366553	Identify Classrooms with Management/ Discipline Concerns	Davis, Gillian	8/3/2017	Quarterly discipline referrals	5/25/2018 quarterly
G2.B1.S3.A2 A366554	Provide an Overview of the PBIS System	Davis, Gillian	8/3/2017	PBIS PD PowerPoint	5/25/2018 quarterly
G2.B1.S3.A3 A366555	Provide PBIS Updates and Refreshers to Students	Davis, Gillian	8/10/2017	Video Clips (Morning Show)	5/25/2018 quarterly
G1.B2.S4.MA1 M392920	Survey community volunteers	Ward, Sara	8/1/2017	Survey results	5/25/2018 triannually
G1.B2.S4.MA1 M392921	Placement of volunteers	Ward, Sara	8/1/2017	Volunteer assignments, volunteer sign in reports (V-Soft)	5/25/2018 quarterly
G1.B2.S4.A1 A366543	Expand Oak Run (100 Grandparents) & Summer Glenn community volunteers	DeWese, Anna	8/1/2017	Volunteer Requests Document (Teachers), 100 Grandparents Assignments	5/25/2018 quarterly

## V. Professional Development Opportunities

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

**G2.** If we focus on standards based core instruction and differentiate to meet the needs of diverse learners, then we will increase student achievement.

**G2.B1** Need for professional development and ongoing support

**G2.B1.S1** Create and implement (with fidelity) a relevant professional development plan for the year

### PD Opportunity 1

Meet with leadership team and create PD plan

#### Facilitator

Content Area Specialists (Literacy, Math, and Science) School Counselors Student Services Manager Outside Consultants Grade Level Chairs/Lead Teachers School Based Administrators

#### Participants

Faculty and Staff

#### Schedule

Biweekly, from 7/27/2017 to 8/18/2017

### PD Opportunity 2

Analyze survey results and revise plan of supports

#### Facilitator

Content Area Specialists (Literacy, Math, and Science) School Counselors Student Services Manager Outside Consultants Grade Level Chairs/Lead Teachers School Based Administrators

#### Participants

Faculty and staff

#### Schedule

Monthly, from 8/18/2017 to 5/25/2018

**G2.B1.S2** Create a plan to support new Sunrise faculty and staff members

**PD Opportunity 1**

Identify "Baby Sharks"

**Facilitator**

Leadership Team

**Participants**

New to Sunrise teachers and new teachers

**Schedule**

On 8/3/2017

**PD Opportunity 2**

Provide a survey to "Baby Sharks"

**Facilitator**

Leadership Team

**Participants**

New to Sunrise teachers and new teachers

**Schedule**

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

**PD Opportunity 3**

Provide Instructional Supports to "Baby Sharks"

**Facilitator**

Content Area Specialists (Literacy, Math, and Science), Student Services Manager, School Counselors

**Participants**

New to Sunrise teachers and new teachers

**Schedule**

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

**G2.B1.S3** Design professional development and supports for teachers to implement an effective Positive Behavior Interventions & Support (PBIS) program

**PD Opportunity 1**

Provide an Overview of the PBIS System

**Facilitator**

Gillian Davis-Tait

**Participants**

All Teachers

**Schedule**

Quarterly, 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.

## VII. Budget

1	G1.B2.S1.A1	Recruit volunteers during orientation and open house events				\$0.00
2	G1.B2.S2.A1	Implement a parent council				\$0.00
3	G1.B2.S3.A1	Plan relevant events and activities to actively engage parents				\$14,145.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0571 - Sunrise Elementary School	Title, I Part A		\$1,546.00
<i>Notes: Supplies for parent engagement activities</i>						
	6150	100-Salaries	0571 - Sunrise Elementary School	Title, I Part A		\$8,099.00
<i>Notes: Salaries for parent presenters and part time liaison</i>						
	6150	390-Other Purchased Services	0571 - Sunrise Elementary School	Title, I Part A		\$4,000.00
<i>Notes: Funding for Parent-Student Handbook (Calendar), Compacts, Planners</i>						
	6150	370-Communications	0571 - Sunrise Elementary School	Title, I Part A		\$500.00
<i>Notes: Postage/Communication</i>						
4	G1.B2.S4.A1	Expand Oak Run (100 Grandparents) & Summer Glenn community volunteers				\$0.00
5	G2.B1.S1.A1	Meet with leadership team and create PD plan				\$184,569.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0571 - Sunrise Elementary School	Title, I Part A		\$184,569.00
<i>Notes: This total includes all fringe and benefits</i>						
6	G2.B1.S1.A2	Create a master calendar of PD events (should be a working document)				\$0.00
7	G2.B1.S1.A3	Communicate the plan to teachers and paras				\$0.00
8	G2.B1.S1.A4	Survey teacher and paras to determine needs for PD and support				\$0.00
9	G2.B1.S1.A5	Analyze survey results and revise plan of supports				\$16,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0571 - Sunrise Elementary School	Title, I Part A		\$9,100.00
	6400	310-Professional and Technical Services	0571 - Sunrise Elementary School	Title, I Part A		\$3,750.00
<i>Notes: Outside Consultants</i>						

**Marion - 0571 - Sunrise Elementary School - 2017-18 SIP**  
*Sunrise Elementary School*

	6400	590-Other Materials and Supplies	0571 - Sunrise Elementary School	Title, I Part A		\$2,000.00
	6400	644-Computer Hardware Non-Capitalized	0571 - Sunrise Elementary School	Title, I Part A		\$1,500.00
<b>10</b>	<b>G2.B1.S1.A6</b>	<b>Monitor and support plan of supports</b>				<b>\$13,617.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	100-Salaries	0571 - Sunrise Elementary School	Title, I Part A		\$13,617.00
<b>11</b>	<b>G2.B1.S2.A1</b>	<b>Identify "Baby Sharks"</b>				<b>\$0.00</b>
<b>12</b>	<b>G2.B1.S2.A2</b>	<b>Provide a survey to "Baby Sharks"</b>				<b>\$0.00</b>
<b>13</b>	<b>G2.B1.S2.A3</b>	<b>Provide Instructional Supports to "Baby Sharks"</b>				<b>\$0.00</b>
<b>14</b>	<b>G2.B1.S3.A1</b>	<b>Identify Classrooms with Management/Discipline Concerns</b>				<b>\$0.00</b>
<b>15</b>	<b>G2.B1.S3.A2</b>	<b>Provide an Overview of the PBIS System</b>				<b>\$0.00</b>
<b>16</b>	<b>G2.B1.S3.A3</b>	<b>Provide PBIS Updates and Refreshers to Students</b>				<b>\$0.00</b>
<b>17</b>	<b>G2.B2.S1.A1</b>	<b>Identify teachers and classrooms needing instructional supports</b>				<b>\$267,184.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0571 - Sunrise Elementary School	Title, I Part A		\$230,582.00
			<i>Notes: Instructional paraprofessionals to support Kindergarten-fourth grade students</i>			
	5100	360-Rentals	0571 - Sunrise Elementary School	Title, I Part A		\$24,852.00
			<i>Notes: iReady Instructional online program (reading/math) iReady Toolbox (reading/math)</i>			
	5100	590-Other Materials and Supplies	0571 - Sunrise Elementary School	Title, I Part A		\$8,750.00
			<i>Notes: Top Score writing grades 2-4 STEAM materials grades K-4 Instructional curricular planning materials</i>			
	5100	510-Supplies	0571 - Sunrise Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Materials to support iReady and Top Score Writing</i>			
					<b>Total:</b>	<b>\$495,865.00</b>