

Orange County Public Schools

Sunridge Elementary



2017-18 Schoolwide Improvement Plan

Sunridge Elementary

14455 SUNRIDGE BLVD, Winter Garden, FL 34787

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	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 Orange County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	31

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 Sunridge Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

The students of SunRidge Elementary are led by the guidelines of SOAR and CHAMPS. The guidelines for success are that SunRidge Eaglets are Striving for Success, Optimistic, Always Honest, Respectful & Responsible. Through weekly Character Education activities and conversations, teachers learn about their students and the diverse backgrounds of those within our learning community. The activities are part of a comprehensive behavior program developed by a team of SunRidge teachers. The teachers are able to enhance their classroom instruction to create a more culturally responsive classroom as a result of these activities.

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

As part of the SOAR program, students receive SOAR Shouts for exhibiting positive SOAR characteristics. These SOAR Shouts can be earned throughout the day including on OPCS sponsored transportation. This incentive system allows students to attach a tangible quality to their behavior that goes beyond earning good grades or test scores.

An additional component of our school's SOAR program are the lessons from the Core Essentials Character Education Program.

Students needing additional support services outside of school may be referred to a SEDNET services provider with parental permission. SEDNET counseling services may be provided in the home or at the school depending on the needs of the student.

To provide a safe environment at school, we have security cameras and card scanners throughout the school.

The students are encouraged to speak with an adult, anytime they feel uncomfortable at school.

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.

SunRidge Elementary has created and reviewed procedures for all common areas including hallways, cafeteria, media center and transitions. The discipline committee met to enhance the SOAR program to include a more effective use of referrals and teaching the guidelines for SOAR. The plan was shared with the entire staff during pre-planning. Aspects of the entire program are as follows:

SOAR Shouts: positive recognition for adhering to the SOAR guidelines

SOAR Intervention: a pre-referral intervention designed to help students discuss their behavior and encourage understanding of expectations; outlines and tracks a specific student behavior that may lead to a discipline referral

Think Sheets: (part of the SOAR Interventions): helps students recognize and verbalize how their actions affect their ability to learn and participate in class

SOAR Lessons: Core Essentials lessons led by teachers twice weekly to reinforce the SOAR guidelines

OCPS Discipline Referral: Using SOAR Intervention, discipline is documented with interventions put in place to change behavior. The consequences for receiving a referral have a clear progression for further student actions.

At the start of the school year and the beginning of each marking period, a review of the Student Code of Conduct is presented to all students.

The discipline committee will meet quarterly to review and discuss the needs of the program, what is working and what may need to be changed in order to best support student learners of SunRidge Elementary.

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.

SunRidge Elementary has a psychologist and social worker that will meet with students individually or in small groups and provide specific lessons to meet the needs of students. When parent consent is provided, students may be referred to a SEDNET counseling provider, if additional support is needed.

A mentoring program is established to help students needing daily positive support. The majority of staff members have agreed to mentor at least one student during the school year. Additional components of the program include having students and their mentors participate in special events.

The MTSS team will review behavior data for students needing additional behavioral support as needed. By providing interventions, this will allow a student the opportunity to correct their behavior using the least restrictive methods available.

The discipline team will meet quarterly to review behavior data and the components of the program for fidelity of implementation.

Furthermore, as an inclusive ESE school, the results of our Best Practices for Inclusive Education (BPIE) report, supports a least restrictive environment for students with learning disabilities. Our 2016-2017 BPIE school priority goals were to implement all personnel using the person's first language and having paraprofessionals receive professional development to ensure that we meet the needs of our SWD students. This will continue to be a focus for the 2017 - 2018 school year.

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.

Attendance - after 5 absences the registrar sends out the 5-day attendance letter. After 10 days another letter is sent and an Attendance Child Study meeting is requested. (attendance below 90 percent)

Suspensions (Students with one or more suspensions) - students are monitored and assigned a mentor. Counseling may also be provided.

Course Failure - students are identified and monitored. They will receive interventions in the subject areas needed and the MTSS process will be implemented if necessary.

Level 1 - students are identified and monitored. They will receive interventions in the subject areas needed and the MTSS process will be implemented if necessary. Tutoring will also be offered to these students.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	20	15	11	7	17	10	0	0	0	0	0	0	0	80
One or more suspensions	3	1	2	4	6	14	0	0	0	0	0	0	0	30
Course failure in ELA or Math	1	13	16	6	2	26	0	0	0	0	0	0	0	64
Level 1 on statewide assessment	0	0	0	28	31	61	0	0	0	0	0	0	0	120

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	5	3	11	12	31	0	0	0	0	0	0	0	64

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

The MTSS team will meet regularly to meet the needs of students identified by the early warning system data. Students will receive targeted interventions for academic and/or behavior indicators including those items outlined below:

- Attendance (attendance below 90 percent)
- The mid-term progress report
- Teacher contact with parent
- Parent letter home
- Social Worker Referral
- Child Study Team is scheduled

- Referrals
- Student/adult mentors
- After school detention
- PASS
- SOAR/CHAMPS Guidelines
- SOAR Shouts
- SOAR Intervention
- Suspensions

Suspensions (Students with one or more suspensions)

SOAR/CHAMPS Guidelines

SOAR Shouts

SOAR Intervention

Student/staff mentors

Daily encouraging contact

Course Failure

Progress Reports (Students with a D or below in ELA or Math)

Report Card Grades (Students with a D or below in ELA or Math course)

Interventions daily

After-school tutoring

Computer based programs

Level 1

Interventions daily

After-school tutoring

Computer based programs

In school tutoring

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

No

1. PFEP Link

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

2. Description

At SunRidge Elementary, we encourage parental participation and keep parents informed of their child's progress by implementing the following activities (parents are encouraged to attend at least one academic event during the year):

*Family Academic Nights

*Family Spirit Events (School and PTO)

*Report card conference week

*Newsletters

*Weekly Connect Orange

*PTO eblast

*School website

*PTO website

*Meet the Teacher

*ProgressBook

*Facebook/Instagram/Twitter (School)

- *Facebook (PTO)
- *Field Day
- *PTO Carnival

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.

The school has a Partner In Education (PIE) coordinator and a PTO committee member that visit community businesses to increase partnerships and sustain those in place by reaching out during the summer and throughout the year. The guiding principle is to provide a win-win situation for the partner and the school. The school's website, social media (Facebook, Instagram and Twitter) marquee, PTO website and PTO eblast are effective ways to thank our business partners and share with the community their contributions. Partners are provided opportunities to participate in school-wide events (e.g. Meet the Teacher, Open House, Fall Carnival, Teacher Appreciation, A/B Honor Roll certificates, donations of school supplies, field day supplies, etc).

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
Gorberg, Christy	Principal
Hayes, Jennifer	Instructional Coach
Chapel, Amy	Teacher, K-12
Cruz, Elsie	Instructional Coach
Madhoo, Chantal	Psychologist
Smith, Felicia	Assistant Principal
McHenry, Samantha	Dean
Hosey, Karrie	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.

Christy Gorberg, Principal and Felicia Smith, Assistant Principal are the experts in educational leadership and instructional strategies. They are the contributors to PLC participation and student interventions.

The Curriculum Resource Teacher, Jennifer Hayes, supports the staff as the facilitator of instructional strategies and is a contributor to PLC participation and student interventions.

The Reading Specialist, Karrie Hosey, supports the staff as the facilitator of ELA strategies and is a contributor to PLC participation and student interventions.

The Media Specialist and Literacy Council Chairperson, Amy Chapel, provides guidance in reading instruction, participates in PLCs and student interventions.

The Math Coach and ESOL Compliance Specialist, Elsie Cruz, assist teachers with strategies not only for math instruction but also for our large ESOL student population. She is an expert in ESOL accommodations and compliance. She also contributes to our PLCs and with student interventions.

SunRidge Elementary's expert in Exceptional Student Education is our school psychologist, Chantal

Madhoo. She shares her knowledge with teachers and parents on how to assist students in Exceptional Education.

The Staffing Specialist, Karen Gonzalez, is a contributor and record keeper for our Exceptional Education Students. She also assists teachers with best practices for ESE and general education students.

The Dean/MTSS Coach, Samantha McHenry, supports the staff with CHAMPS for the school-wide discipline support system. As the MTSS Coach, she supports the staff with identifying students who are on Tier II and Tier III of the support systems for academic or behavior.

This leadership team meets weekly to discuss and monitor student achievement. During these meetings barriers are discussed, solutions considered and shared decisions are made. The leadership team meets weekly with grade levels during data meetings and PLC common planning meetings and participate with the staff on shared decision making.

The leadership team offers the PLC guidance and asks the specific question, "What do you need to enhance student learning through rigorous instruction?" This leadership team meets weekly to discuss and monitor student achievement. During these meetings, barriers are discussed, solutions are considered and shared decisions are made. The leadership team meets weekly with grade levels during data meetings and PLC common planning meetings and participates with the staff on shared decision making.

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 SunRidge Elementary School MTSS team has developed a school-wide process for the school. The team leads teachers through review of the student data and evaluations. Discussions are held to determine at risk students whose needs are not being met with the core program. If the core program is not meeting the needs of the students with proper implementation and fidelity, an MTSS meeting is held. At this meeting, Tier II interventions are discussed, progress monitoring and student achievement data is evaluated. A plan is developed with an appropriate timeline for interventions to take place. This plan may include supplemental instruction with the core reading program and/or Tier II and Tier III intervention outside of the 90 minute reading block with comprehensive intervention materials. Students are monitored utilizing school progress monitoring reports, previous state assessments, core program/common assessments, i-Ready assessments and Imagine Learning. The classroom teacher, with the support of the Reading Specialist, Math Coach and MTSS Coach collects all necessary data for the initial meeting. The classroom teacher, Tier II and Tier III teacher monitor and records all data. The MTSS Coach completes the meeting documentation. If the student makes progress, the plan is monitored to ensure the student is successful. If progress is not being made, a second MTSS meeting will be held and at this meeting, the plan is modified to include a more intensive intervention by increasing the support, changing the length and time of the intervention or changing the intervention materials being utilized. The MTSS tool is utilized to identify modifications/ changes that are needed. Data is continually collected and analyzed through this process. If the student makes progress, the modified intervention continues in Tier II. If the student is still not making progress, a Tier III intervention will be implemented through the MTSS team process. Finally, if the student is not making progress with the Tier III interventions, further data is collected. The parent is included in the plan and MTSS process. We will utilize MTSS to decrease the disproportion of students placed in special education. We will utilize our enrollment reports tracking the number of students enrolled in special education at any one given time.

Supplemental Academic Instruction (SAI) and Supplemental Reading Intervention (SRI) funds will be utilized to hire a Reading Specialist to support and provide resources to help coach teachers in

implementing reading and intervention strategies for students in grades K-5.

Dare to SOAR is a school created program based off the evidence and teaching of the Behavioral Leadership Team (BLT) Academy. Dare to SOAR (Acronym: Strive for Success, Optimistic, Always Honest, Respectful & Responsible) contains guidelines for success and character education. Additional aspects of Dare to SOAR includes school procedures for common areas and bullying prevention lessons. We will also implement the CHAMPS school-wide behavior program for the 2017 - 2018 school year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Christy Gorberg	Principal
Albert Intenzo	Parent
Racheal Smith	Parent
Karyn O'Neil	Parent
Talaya Ezell	Education Support Employee
Melissa Breaud	Parent
Sophie Effy Vazquez	Parent
Andrea Hinks	Parent
Karin Krug	Parent
Maria Lee	Teacher
Jan Alejandro	Parent
Allisha Douglas	Business/Community
Rita Vallebuona	Teacher
Scottie Martin	Teacher
Elsie Cruz	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

In developing the 2017 - 2018 SIP, the SAC discussed changes that needed to be made from the previous year's SIP and parent, teacher, student surveys. Each component and goal (including barriers and staff development) was discussed within the SAC as led by the Assistant Principal. Parents asked clarifying and probing questions to help strengthen the new SIP and evaluate targets and goals of the 2016 - 2017 SIP.

b. Development of this school improvement plan

The SAC met in the months of February, March, April and May of 2017 to work on the action step for the school improvement plan. The council reviewed the 2016 - 2017 plan, shared and discussed each

action step, made modifications and determined the focus for the 2017 - 2018 school improvement plan. The review included utilizing data from the AdvancEd surveys.

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

The SAC met to discuss programs being utilized at the school during the spring meetings. Budgetary expenditures for these programs were reviewed.

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

The school did not receive school improvement funds last year.

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.

The SAC will meet in October and the SAC rosters are expected to be available by the district to ensure we have the correct representation at the meetings.

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
Gorberg, Christy	Principal
Chapel, Amy	Instructional Media
McKenna, Valerie	Teacher, K-12
Smith, Felicia	Assistant Principal
Hayes, Jennifer	Instructional Coach
Ruser, Erica	Teacher, K-12
Hosey, Karrie	Instructional Coach
Bauer, Rebecca	Teacher, K-12
Becknell, Megan	Teacher, K-12
Cox, Amie	Teacher, K-12
Hill, Rebecca	Teacher, K-12
Lutchkus, Sarah	Teacher, K-12
Thompson, Julia	Teacher, K-12
Ross, Jessica	Teacher, K-12

b. Duties

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

- Increase students' access to reading curriculum including resources in the school and community. This will be measured using Accelerated Reader and i-Ready assessments.
- All students reading by nine years of age is the school-wide expectation.

- Increase the number of students reading all 15 SSYRA (Sunshine State books) books for 2017 - 2018 (35 students 2016-2017)
- Participate in Battle of the Books
- Support implementation of Florida Common Core Standards at all grade levels
- Provide opportunities for connections to be made in SOAR Lessons
- Establish the media center as a safe place for student directed learning and choice
- Provide monthly parent tips in the school newsletter
- LLT provides support in writing across content areas
- LLT provides Literacy Night for parents to encourage parents and students to read together and parents becoming an active part in their child's reading successes.

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.

Teacher planning is scheduled daily on the master schedule each morning
Weekly grade level data meetings
Weekly grade level common Math and ELA planning
Grade level teams create common assessments in core academic areas
Using the OCPS Resources (CRM) as a guide during the teacher's PLC
Developed Professional Development calendar for the year based on area of need or staff interest

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

We follow district policies, processes, and procedures to ensure that we hire, place, and retain qualified professional and support staff.

To retain and develop an exceptional staff, the SunRidge Leadership team completes a new teacher orientation at the beginning of each year. The Instructional Coach then develops a timeline to have additional meetings to support new teachers throughout the year. New teachers are assigned a mentor that supports them throughout the first few years at SunRidge Elementary.
Social events and community building activities are held throughout the year to promote positive relationships amongst the staff and administration. These events help build a stronger collaborative bond for the staff.

Data, PLC and Common Planning meetings are held weekly to monitor student progress, provide collaborative planning time and support and develop effective teachers.

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

New teachers will work with a mentor and a member of the grade level team, to ensure that they are aware of rules, procedures and programs of the district and school. The rationale for the pairing is the close relationship built within the team and the years of experience of the mentoring teacher. The pair will work during pre-planning and subsequent PLC meetings.

The team leader, other members of the grade level team and the leadership team are available to support the new teachers in a variety of areas.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

The leadership team will meet regularly to analyze data. The leadership team meets once a week to discuss data and monitor subgroups. Meetings with teachers and administration are held weekly to discuss data. The Reading Specialist, Math Coach and CRT will utilize data and bi-weekly meetings to help teams differentiate their instruction in small group activities. Teachers provide differentiated guided reading/math groups daily and center activities in ELA and Math. Students needing Tier-II intervention receive a differentiated curriculum 30-45 minute intervention (Eaglet Time) and Tier-III students receive additional tutoring time daily that are specific to their deficiencies. Teachers provide tutoring on a voluntary basis before school to provide additional support to these 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: 4,140

After school tutoring, will begin in September 2017 and end March 2018 (18 weeks); teachers will provide intensive instruction in reading and math for 3 hours each week working with 10 - 18 selected students in 3rd - 5th grades.

Strategy Rationale

Students will receive extra practice in content skills in which they are deficient.
Students will receive pre-teaching of standards/skills/strategies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gorberg, Christy, christy.gorberg@ocps.net

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

Students participate based on previous district and classroom assessment data, which is reviewed during weekly data meetings, PLCs and common planning. The effectiveness of the strategy will be monitored through monthly progress monitoring and standardized assessments.

Strategy: Weekend Program

Minutes added to school year: 180

Selected will attend Saturday school to receive additional instructional strategies in Reading and Math.

Strategy Rationale

Students will receive extra practice in content skills in which they are deficient.
Students will receive pre-teaching of standards/skills/strategies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gorberg, Christy, christy.gorberg@ocps.net

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

Students participate based on previous district and classroom assessment data, which is reviewed during weekly data meetings, PLC's and common planning. The effectiveness of the strategy will be monitored through monthly progress monitoring and standardized assessments.

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.

Local daycare providers, pre-K programs, and parents are invited to visit the school campus. Incoming kindergarten students are invited into the school during the Kindergarten Round-up and Orientation event.

Outgoing fifth-grade students visit their designated new middle school for a campus tour. The receiving school visits several times during the year to build capacity for a successful 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.

Guest speakers visit classrooms throughout the year to discuss careers and occupations. Visuals throughout the school provide images of college success: teachers' diplomas, teachers' college poster

College and career days occur at least two times per year.

SunRidge Elementary School implements several strategies to advance college and career awareness. All faculty members display their college or university Alma Mater on their door.

Fifth grade students investigate Florida colleges/universities and complete an entrance application.

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

Non-fictional text is incorporated into instruction to teach students about community, work and careers.

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

We ensure that all students leave with foundational skills that will lead to academic success in the future. SunRidge Elementary School participates in the OCPS Teach-In Program. SunRidge Elementary School incorporates STEM labs within their science classes. For the 2017 -2018 school year, we have implemented a Science Stem Lab.

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when intervention and enrichment instruction is provided during Eaglet time, based on student needs as determined by the analysis of student data. (Accelerate Student Performance).

- G2.** Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Invest in Human Capital)

Strategic Goals Detail

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

G1. Student achievement will increase when intervention and enrichment instruction is provided during Eaglet time, based on student needs as determined by the analysis of student data. (Accelerate Student Performance). 1a

G098085

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Limited time to analyze data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly Data meetings
- PLC Collaboration meetings
- CRT collaboration with neighboring elementary schools
- 3 hour in-school tutors

Plan to Monitor Progress Toward G1. 8

Regular lesson plan checks and classroom observations will verify that lessons and activities taught consistently align with the rigor of the standards and are differentiated to meet the needs of all students.

Person Responsible

Christy Gorberg

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Assessment data from i-Ready data, Fountas and Pinnell, formative and summative assessments

G2. Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Invest in Human Capital) 1a

G098086

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	64.0
FCAT 2.0 Science Proficiency	54.0

Targeted Barriers to Achieving the Goal 3

- Lack of time for instructional rounds for classroom teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide coverage for teachers to conduct instructional rounds.

Plan to Monitor Progress Toward G2. 8

The progress towards the goal will be monitored through conducting coaching observations, instructional rounds feedback and analyzing student data.

Person Responsible

Christy Gorberg

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Lesson Plans i-Observation Feedback i-Observation Conferences Data Meeting Notes PLC Meeting Notes School - formative and summative data District and state assessment data Intervention/Enrichment data

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase when intervention and enrichment instruction is provided during Eaglet time, based on student needs as determined by the analysis of student data. (Accelerate Student Performance). 1

G098085

G1.B1 Limited time to analyze data. 2

B263817

G1.B1.S1 Data meetings will be held weekly to analyze data from assessments (a specific structured uninterrupted time will be scheduled). 4

S279421

Strategy Rationale

Teachers will be supported by the leadership team in the reviewing and analyzing student data. If it is structured and on the schedule it will occur as opposed to unplanned impromptu meetings.

Action Step 1 5

Regular lesson plan checks and classroom observations will verify that lessons taught and Eaglet Time (Enrichment and Intervention) consistently align with the analysis of the data and assessments.

Person Responsible

Christy Gorberg

Schedule

Weekly, from 9/12/2017 to 5/18/2018

Evidence of Completion

Lesson plans, Assessment data from i-Ready, Formative and Summative assessments.

Action Step 2 5

Data meetings will be scheduled for the entire year on a bi-weekly basis. Enrichment and Intervention groups will be modified every nine weeks.

Person Responsible

Felicia Smith

Schedule

Biweekly, from 9/12/2017 to 5/18/2018

Evidence of Completion

Data meeting notes, data meeting agenda, administration calendar, MTSS notes

Action Step 3 5

The leadership team will attend all data meetings to monitor progress toward differentiation for Tier 1, Tier II and Tier III students.

Person Responsible

Jennifer Hayes

Schedule

Biweekly, from 8/28/2017 to 5/21/2018

Evidence of Completion

Data meeting agendas, data meeting notes, administration calendar

Action Step 4 5

Intervention groups will be formed based on standards mastery assessments that are aligned to the scope and sequence outlined by the district.

Person Responsible

Christy Gorberg

Schedule

Every 2 Months, from 9/12/2017 to 5/18/2018

Evidence of Completion

MTSS meeting forms, MTSS student data

Action Step 5 5

District PLC Meetings will be provided to tailor the focus on Literacy.

Person Responsible

Christy Gorberg

Schedule

Monthly, from 9/15/2017 to 5/18/2018

Evidence of Completion

The Literacy team will attend monthly district literacy meetings and bring back information to be shared with each grade level regarding improving student literacy.

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

The leadership team will attend all data meetings. The leadership team will conduct classroom observations and feedback will be provided to teachers.

Person Responsible

Christy Gorberg

Schedule

Biweekly, from 9/12/2017 to 5/18/2018

Evidence of Completion

Data meetings notes, student artifacts, student assessment data, lesson plans and iObservation data.

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

The leadership team will attend all data meetings.

Person Responsible

Christy Gorberg

Schedule

Biweekly, from 8/28/2017 to 5/21/2018

Evidence of Completion

Lesson plans, data meeting notes, student assessment data, classroom walk-throughs

G2. Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Invest in Human Capital) 1

G098086

G2.B1 Lack of time for instructional rounds for classroom teachers. 2

B263820

G2.B1.S1 Teachers will be provided the opportunity to participate in instructional rounds and view instructional videos. 4

S279425

Strategy Rationale

The teachers at SunRidge Elementary will deepen their understanding of providing rigor and aligning the rigor of the lessons to the standards.

Action Step 1 5

Provide teachers with opportunities to participate in peer observations and reflect on instructional practices as it relates to instruction.

Person Responsible

Christy Gorberg

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Peer observation schedule and peer reflection logs

Action Step 2 5

Provide teachers with opportunities to participate in viewing high quality teaching videos as it relates to instruction.

Person Responsible

Felicia Smith

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Video observations

Action Step 3 5

During instructional rounds and viewing videos, teachers will determine if the rigor of the instruction is on the trajectory to the rigor of the standard.

Person Responsible

Jennifer Hayes

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Lesson plans, observation, coaching forms

Action Step 4 5

Monitor and adjust the rigor of the activities to match the rigor of the standard.

Person Responsible

Christy Gorberg

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Lesson plans, debriefing notes.

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

The leadership team will monitor implementation of the goal by attending data and PLC meetings, reviewing lesson plans and coaching.

Person Responsible

Christy Gorberg

Schedule

Quarterly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Observation feedback, Instructional rounds and video viewing notes.

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

Observation data, lesson plan feedback, exit slips and video discussions will be utilized to monitor the effectiveness of the implementation of the goal.

Person Responsible

Christy Gorberg

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Observation feedback, school assessment data, exit slips

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.B1.S1.MA1 M407319	The leadership team will attend all data meetings. The leadership team will conduct classroom...	Gorberg, Christy	9/12/2017	Data meetings notes, student artifacts, student assessment data, lesson plans and iObservation data.	5/18/2018 biweekly
G1.B1.S1.A1 A376579	Regular lesson plan checks and classroom observations will verify that lessons taught and Eaglet...	Gorberg, Christy	9/12/2017	Lesson plans, Assessment data from i-Ready, Formative and Summative assessments.	5/18/2018 weekly
G1.B1.S1.A2 A376580	Data meetings will be scheduled for the entire year on a bi-weekly basis. Enrichment and...	Smith, Felicia	9/12/2017	Data meeting notes, data meeting agenda, administration calendar, MTSS notes	5/18/2018 biweekly
G1.B1.S1.A4 A376582	Intervention groups will be formed based on standards mastery assessments that are aligned to the...	Gorberg, Christy	9/12/2017	MTSS meeting forms, MTSS student data	5/18/2018 every-2-months
G1.B1.S1.A5 A376583	District PLC Meetings will be provided to tailor the focus on Literacy.	Gorberg, Christy	9/15/2017	The Literacy team will attend monthly district literacy meetings and bring back information to be shared with each grade level regarding improving student literacy.	5/18/2018 monthly
G2.B1.S1.MA1 M407323	Observation data, lesson plan feedback, exit slips and video discussions will be utilized to...	Gorberg, Christy	8/14/2017	Observation feedback, school assessment data, exit slips	5/18/2018 quarterly
G2.B1.S1.A1 A376589	Provide teachers with opportunities to participate in peer observations and reflect on...	Gorberg, Christy	9/18/2017	Peer observation schedule and peer reflection logs	5/18/2018 quarterly
G2.B1.S1.A2 A376590	Provide teachers with opportunities to participate in viewing high quality teaching videos as it...	Smith, Felicia	9/18/2017	Video observations	5/18/2018 quarterly
G2.B1.S1.A3 A376591	During instructional rounds and viewing videos, teachers will determine if the rigor of the...	Hayes, Jennifer	9/18/2017	Lesson plans, observation, coaching forms	5/18/2018 quarterly
G2.B1.S1.A4 A376592	Monitor and adjust the rigor of the activities to match the rigor of the standard.	Gorberg, Christy	8/14/2017	Lesson plans, debriefing notes.	5/18/2018 weekly
G1.B1.S1.MA1 M407318	The leadership team will attend all data meetings.	Gorberg, Christy	8/28/2017	Lesson plans, data meeting notes, student assessment data, classroom walk-throughs	5/21/2018 biweekly
G1.B1.S1.A3 A376581	The leadership team will attend all data meetings to monitor progress toward differentiation for...	Hayes, Jennifer	8/28/2017	Data meeting agendas, data meeting notes, administration calendar	5/21/2018 biweekly
G1.MA1 M407322	Regular lesson plan checks and classroom observations will verify that lessons and activities...	Gorberg, Christy	8/14/2017	Assessment data from i-Ready data, Fountas and Pinnell, formative and summative assessments	5/25/2018 biweekly
G2.MA1 M407325	The progress towards the goal will be monitored through conducting coaching observations,...	Gorberg, Christy	8/21/2017	Lesson Plans i-Observation Feedback i-Observation Conferences Data Meeting Notes PLC Meeting Notes School - formative and summative data District and state assessment data Intervention/Enrichment data	5/25/2018 biweekly
G2.B1.S1.MA1 M407324	The leadership team will monitor implementation of the goal by attending data and PLC meetings,...	Gorberg, Christy	9/18/2017	Observation feedback, Instructional rounds and video viewing notes.	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. Student achievement will increase when intervention and enrichment instruction is provided during Eaglet time, based on student needs as determined by the analysis of student data. (Accelerate Student Performance).

G1.B1 Limited time to analyze data.

G1.B1.S1 Data meetings will be held weekly to analyze data from assessments (a specific structured uninterrupted time will be scheduled).

PD Opportunity 1

District PLC Meetings will be provided to tailor the focus on Literacy.

Facilitator

OCPS District Literacy Team

Participants

Principal, Grade Level Chairs, CRT, Reading Specialist, Media Specialist

Schedule

Monthly, from 9/15/2017 to 5/18/2018

G2. Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Invest in Human Capital)

G2.B1 Lack of time for instructional rounds for classroom teachers.

G2.B1.S1 Teachers will be provided the opportunity to participate in instructional rounds and view instructional videos.

PD Opportunity 1

Provide teachers with opportunities to participate in peer observations and reflect on instructional practices as it relates to instruction.

Facilitator

Administration, CRT, Reading or Math Specialist

Participants

Instructional Staff

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

PD Opportunity 2

Provide teachers with opportunities to participate in viewing high quality teaching videos as it relates to instruction.

Facilitator

Administration, CRT, Reading or Math Specialist

Participants

Instructional Staff

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

PD Opportunity 3

During instructional rounds and viewing videos, teachers will determine if the rigor of the instruction is on the trajectory to the rigor of the standard.

Facilitator

Administration, CRT, Reading or Math Specialist

Participants

Instructional Staff

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

PD Opportunity 4

Monitor and adjust the rigor of the activities to match the rigor of the standard.

Facilitator

Administration, CRT, Reading or Math Specialis

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 5/18/2018

VII. Budget

1	G1.B1.S1.A1	Regular lesson plan checks and classroom observations will verify that lessons taught and Eaglet Time (Enrichment and Intervention) consistently align with the analysis of the data and assessments.			\$0.00	
2	G1.B1.S1.A2	Data meetings will be scheduled for the entire year on a bi-weekly basis. Enrichment and Intervention groups will be modified every nine weeks.			\$0.00	
3	G1.B1.S1.A3	The leadership team will attend all data meetings to monitor progress toward differentiation for Tier 1, Tier II and Tier III students.			\$0.00	
4	G1.B1.S1.A4	Intervention groups will be formed based on standards mastery assessments that are aligned to the scope and sequence outlined by the district.			\$0.00	
5	G1.B1.S1.A5	District PLC Meetings will be provided to tailor the focus on Literacy.			\$0.00	
6	G2.B1.S1.A1	Provide teachers with opportunities to participate in peer observations and reflect on instructional practices as it relates to instruction.			\$1,000.00	
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	140-Substitute Teachers	1821 - Sunridge Elementary	General Fund		\$1,000.00

Orange - 1821 - Sunridge Elementary - 2017-18 SIP
Sunridge Elementary

7	G2.B1.S1.A2	Provide teachers with opportunities to participate in viewing high quality teaching videos as it relates to instruction.	\$0.00
8	G2.B1.S1.A3	During instructional rounds and viewing videos, teachers will determine if the rigor of the instruction is on the trajectory to the rigor of the standard.	\$0.00
9	G2.B1.S1.A4	Monitor and adjust the rigor of the activities to match the rigor of the standard.	\$0.00
Total:			\$1,000.00