Sunrise Elementary School

2018-19 Schoolwide Improvement Plan

Sunrise Elementary School

3155 PHONETIA DR, Deltona, FL 32738

http://myvolusiaschools.org/school/sunrise/pages/default.aspx

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	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 Volusia County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Sunrise Elementary School

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.

At Sunrise Elementary School, learning is a lifelong journey. Dream it, believe it, achieve it!

b. Provide the school's vision statement.

Sunrise Elementary is working together to build 21st century leaders.

2. School Environment

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

Meet the Teacher, School-wide theme: Leader in Me utilizing Stephen Covey's The 7 Habits of Happy Kids, Teacher-Student conferences, Action Teams, Student Lighthouse Team & community circle are all components in establishing and maintaining positive relationships between teachers and students.

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

The school-based leadership team and our Lighthouse Team, promotes the implementation of The 7 Habits of Happy Kids in all settings to build positive behaviors within the school community. Through Leader in Me Professional Development sessions, leadership will be implemented throughout our campus.

Students are expected to exemplify the 7 Habits and will receive positive recognition on a regular basis..

Through teacher discretion, students are selected to be recognized at a monthly Outstanding Student Sign celebratory assembly, where they receive a personalized letter to their families and a yard sign that will be displayed in their homes for one month.

Safety Patrol students promote a safe environment before, during and after school.

In response to the 2016-2017 VCS#HELLO initiative, the Sunrise Hello Team is comprised of twelve 5th graders whose mission is to help welcome our students to school, holding signs and verbally greeting our arriving students and adults.

Heart Pals are teacher mentors that are partnered with identified at-risk students.

Our special needs students use the RULER program for social and emotional support during the school day. The RULER program is taught and used in every ESE classroom.

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.

The 7 Habits, which are: Be Proactive, Begin with the end in mind, Put first things first, Think Win-Win, Seek first to understand, then to be understood, Synergize, Sharpen the Saw are explicitly taught and reinforced in all settings throughout the year.

A school wide positive behavior incentive program tied to our Leader in Me theme has been developed.

Sunrise Common Areas Expectations and Rules language is displayed throughout our campus.

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and minimal interruption to instruction.

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

The school offers the following non-violence and anti-drug programs:
1) Student Mentoring Program (Heart Pals)
2) Crisis Training Program
3) Suicide Prevention Program
4) Bullying Program
5) Leader in Me
6) RULER program (specific to our ESE populations)
7) Mentoring programs such as Project Heat, She2She and FB Honors.

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.

* Year to date discipline referrals
* Year to date # of absences
* Year to date suspensions
* Retentions
* ESE and ELL status
* ELA and Math achievement levels (for 3-5 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	3	1	1	4	6	9	0	0	0	0	0	0	0	24
One or more suspensions	3	1	1	1	4	5	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	4	8	0	0	0	0	0	0	0	16

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	3	1	1	4	6	9	0	0	0	0	0	0	0	24

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

Sunrise Elementary consistently monitors attendance on a daily and weekly basis and provides incentives for reaching daily attendance goals.

Those students who are consistently tardy or absent from school, there is communication with the families from guidance office as well as from administration office.

A behavior specialist is available full time on our campus to provide support for students in any classroom, but most particularly in the ESE settings to develop behavior management plans, support teachers, and teach students appropriate replacement behaviors. Our guidance office also provides lessons and support to students and teachers when behaviors are affecting the learning of students in the classroom.

Students with level 1 on their ELA and/or Math FSA assessments are flagged and continually monitored for academic progress. They are provided intensive intervention from one or a combination of an ESE teachers, ELL teacher and/or intervention teacher in small group settings.

Administration and behavior support team continually reflect on alternatives to suspension from school when possible based on individual need of the student(s). Behavior support team members continue to monitor and support school wide and classroom based preventative behavior systems as well as instilling Leader In Me philosophies across the campus.

Mentoring programs for students is also available for students who are struggling with attendance, behaviors, or low academic performance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/649343.

2. Description

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

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

Sunrise Elementary actively seeks business & community partnerships throughout the school year by personal contacts with local businesses. An office specialist, parent involvement liaison, and PTA continue to reach out to our community. For example:Chick Fil-A, Subway, McDonald's, Dunkin Donuts, and Domino's donations support student academic assemblies. Sunrise has also partnered with

Deltona's local skating rink, The Rink, hosting monthly skate nights, promoting family involvement. Sunrise has partnered with Kona Ice as well.

In our Project Heat and She to She programs, community members are invited to participate, mentor and contribute to the well being of our students.

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
Schnell, Sara	Assistant Principal
Asmussen, Kim	Teacher, K-12
Saccone, Julienne	Teacher, K-12
Alejandro, Efrain	Principal
Philyaw, Caryl	Teacher, K-12
Taylor, Maureen	Teacher, K-12
Townsend, Jessica	Teacher, ESE
Leader, Joy	Instructional Coach
Morley, Karen	Instructional Coach
Verdi, Cindy	Teacher, K-12
Norton, Amber	Teacher, K-12

b. Duties

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

The school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions. .

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.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PST/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PST/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/ RtI website (under Psychological Services) in order to address the purpose of PST/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PST/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/ behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Curriculum Leadership Team acquire knowledge through district trainings, process the knowledge to plan for dissemination.

Title I, Part A
Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Sunrise Elementary
• Academic Coach for the purpose of comprehensive staff development
• Reading Intervention Teacher to provide interventions for students in need via a push-in model
• Supplemental Tutoring before or after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FSA data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers.

Title I, Part C- Migrant
The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work

together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D
The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II
The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III
The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs
The school offers the following non-violence and anti-drug programs:
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program
* Staff Development on Trama Induced Behaviors

Nutrition Programs
Sunrise Elementary offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan

Head Start
The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.

• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Efrain Alejandro	Principal
Carrie Fiorica	Education Support Employee
MaryJo Crews	Parent
Phil Ploeser	Parent
Angel Rodriguez	Business/Community
Kim Asmussen	Teacher
Amanda Kinslow	Teacher
Lisa Willis	Teacher
Caity Grimes	Parent
Cassie Kemp	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our initial School Leadership Team met to engage in Step Zero during our 2-day meeting at River Springs Middle School in June 2018. Our School Leadership Team will share results with the faculty, as well as the School Advisory Council to receive input.

b. Development of this school improvement plan

Members of the School Leadership Team that attended the River Springs Middle School meetings, met with Sunrise grade level team leaders to continue the analysis of our school's progress and begin the development of the 2018-2019 SIP. Sunrise SAC reviews and assists with monitoring school-wide data and provides input to the School Improvement Plan on a monthly basis. Weekly PLC meetings with individual groups provide monitoring of student achievement, which results in data driven differentiated groups. Due to our weekly PLC process,frequent Annual Title I informational sessions, and monthly SAC parent input, the Sunrise School Improvement Plan is a living document.

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

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects aligned to school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

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
Asmussen, Kim	Teacher, ESE
Buchanan, Lisa	Teacher, K-12
Saccone, Julienne	Teacher, K-12
Schnell, Sara	Assistant Principal
McCarthy-Ward, Tara	Teacher, K-12

b. Duties

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

The School Leadership Team meets bi-weekly to analyze school-wide data in all areas of literacy. The weekly PLC meetings, which have literacy team representatives, focus on student progress monitoring and effective delivery of core instruction and interventions (Walk-To).

Our school media specialist provides support to teachers in the classroom on incorporating literacy across subject areas. The focus is to provide support for reading and writing in every classroom every day.

The school supports a One Book, One School event yearly where our media specialist along with other teachers do school wide or grade level wide book studies/read-a-louds. Members of our community are asked to come in to read to our students and participate in our One Book, One School year end event. This event is typically scheduled around the same time as our Scholastic Book Fair.

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

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

Common planning, Professional Learning Communities and academic coaching help build positive, collaborative working relationships between teachers. Common planning allows teachers to participate in weekly PLC meetings. Through the PLC structure teachers are encouraged and supported to work

together on common goals and engage in reflective dialogue.

The use of an academic coach to assist with teacher collaboration and professional development plays a significant part in designing differentiated instruction to meet student needs and encourage the collaborative process. Administrative walk-throughs and coaching visits provide data to identify areas in which additional follow-up coaching is needed.

PAR (district support) for brand new teachers

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

1) New Teacher Programs: TIPS, Individualized PD, Academic Coaches, mentors, and peer classroom visits
2) Leadership Opportunities
3) Professional Development
4) PLC Participation
5) Participation in District Job Fair & Recruitment Activities
6) Teacher recognition programs
7) Academic Coaching Support

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based teacher leaders within each PLC provide mentoring as needed.

Two academic coaches receiving training from the New Teacher Center will each have a caseload of 15 teachers at a time, servicing all K-5 General Education teachers on campus plus some ESE and EBD teachers. Level A Coaching Support will consist of one-one-coaching for an entire school year with a total of 40 hours of direct and personalized PL with teachers in years 1-3 years, new to their content, or whose students are identified as at-risk based on data. Level B Coaching Support will include one-on-one coaching for an entire semester with a total of 20 hours of direct and personalized PL with teachers who are new to their grade level, new to Sunrise, or teachers who are interested in improving their are of practice. PLC Coaching Support for an entire year will include teams of teachers in the same grade level or content.

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 Volusia County Curriculum Team leads teacher teams to create curriculum maps, modules, and resources for all grade levels and content areas aligned to the Florida Standards and educational shifts. Additionally, teacher teams create formative & summative assessments to monitor student achievement.

Professional Learning Communities, School Leadership Team, Lighthouse Team meetings and one-on-one academic coaching help ensure that instruction is aligned to the Florida Standards, well-paced, engaging and rigorous.

School-Based Early Release Professional Learning sessions have been designated for ensuring support from school-wide and district expertise.

Regional Early Release Professional Learning sessions have been designed by the district for grade and subject-specific tracks in which Sunrise teachers will collaborate with teachers from across the county to deepen understanding of the Florida Standards and plan standards-aligned lessons, embedding the shifts. Sunrise is able to help choose the professional tracks each teacher and our school will day during professional learning opportunities.

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.

Common planning allows teachers to participate in weekly PLCs to regularly review formative & summative assessment data and continuously adjust our instruction accordingly. During weekly PLCs, assessment data is used to identify groups of students to receive targeted instruction during intervention. Teachers, alongside the academic coaches create targeted instruction lessons based on the instructional shifts. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's early warning system (EWS) team and problem solving team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas.

A specifically designed system for monitoring and tracking our lowest quartile students is in place and continually updated by the instructional coaches and the individual teachers as well as the support teachers such as ESE, ESOL and intervention teachers.

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

Strategy: After School Program
Minutes added to school year: 1,800

Targeted students receive tutoring twice per week for 60 minute sessions.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Schnell, Sara, saschnel@volusia.k12.fl.us

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

Progress monitoring data is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: Summer Program

Minutes added to school year: 5,760

Targeted students receive 16 days of instruction in the CSI program or Reading Camp.

Strategy Rationale

Reading Camp and CSI instruction can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Alejandro, Efrain, ealejan1@volusia.k12.fl.us

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

Progress monitoring data including district and classroom assessments.

Strategy: After School Program

Minutes added to school year: 0

The School Leadership Team and Lighthouse Team, meets bi-weekly for 1 hour for the purpose of teacher collaboration and planning for implementation of school-wide initiatives.

Strategy Rationale

The Lighthouse Team monitors the implementation of initiatives.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Asmussen, Kim, kaasmuss@volusia.k12.fl.us

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

Progress monitoring data including district and classroom 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.

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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.

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

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

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.

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If Sunrise Elementary creates a strong culture for learning by implementing rigorous questioning and discussion techniques, increasing student engagement, utilizing common formative assessments which are aligned to the Florida Standards, and check for understanding, then students will make learning gains.

G2. If Sunrise Elementary School implements, monitors and supports a proactive tiered system of supports for Social Emotional Learning, then students and staff will develop an understanding and commitment to the 7 Habits of Happy Kids through the utilization of the Leader In Me practices.

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 Sunrise Elementary creates a strong culture for learning by implementing rigorous questioning and discussion techniques, increasing student engagement, utilizing common formative assessments which are aligned to the Florida Standards, and check for understanding, then students will make learning gains. `1a`

🔑 G100540

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	64.0
Math Lowest 25% Gains	40.0
Science Achievement District Assessment	62.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement	58.0

Targeted Barriers to Achieving the Goal `3`

- Deepen the understanding and strengthen the implementation of the instructional shifts.

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

- Literary and Informational text

- Number Talks

- SIPPS

- Ready Writing 2-5

- Professional Learning Communities

- Waterford in Grades K-2

- SuccessMaker in Grades 3-5

- Acaletics in Grade 3; Math Intervention Block Grades 2,4,5

- Academic coach/Academic intervention

- Lighthouse Team

- STAR Tutoring

- The 7 Habits of Happy Kids

- Kagan structures

- District liaison

- Thinking Maps

- Reading A-Z/RAZ kids

- Lakeshore Materials/AIMS/CPalms

- Technology/iPads

- Making Connections/Read Naturally

- School-wide theme: The Leader in Me

- Making Meaning in K-5

- ABC Foundations in Kindergarten

- K-2 Writing Initiative using Lucy Calkins Units of Study

- Phonemic Awareness

Plan to Monitor Progress Toward G1. `8`

SIP progress monitoring meeting

Person Responsible
Sara Schnell

Schedule
Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion
SIP progress monitoring meeting minutes and sign-in sheets

Plan to Monitor Progress Toward G1. `8`

SIP mid-year review

Person Responsible
Efrain Alejandro

Schedule
On 5/31/2019

Evidence of Completion
Mid-year review in CIMS

Plan to Monitor Progress Toward G1. `8`

State assessment results

Person Responsible
Efrain Alejandro

Schedule
On 5/31/2019

Evidence of Completion
Step Zero for 2018-2019 SIP

G2. If Sunrise Elementary School implements, monitors and supports a proactive tiered system of supports for Social Emotional Learning, then students and staff will develop an understanding and commitment to the 7 Habits of Happy Kids through the utilization of the Leader In Me practices. 1a

🔑 G100541

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	150.0
Attendance rate	98.0

Targeted Barriers to Achieving the Goal 3

- Spike in referrals (17-18 school year) during the 11:30am-12:00pm time frame as well as in the month of April

- Twenty five percent of students missed 11-20 days of school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leader In Me resources

- Common behavioral expectations across campus including common areas

- School-wide ClassDojo implementation

- Positive incentives/student recognition

- RULER training

- LIM/SEL time built into master schedule daily

- Discussion of SEL data at PLCs (referrals, Class Dojo)

- Attendance monitored and posted daily (percentage)

- Consistent communication home (phone calls, nudge letters)

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

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 Sunrise Elementary creates a strong culture for learning by implementing rigorous questioning and discussion techniques, increasing student engagement, utilizing common formative assessments which are aligned to the Florida Standards, and check for understanding, then students will make learning gains. [1]

🔑 G100540

G1.B1 Deepen the understanding and strengthen the implementation of the instructional shifts. [2]

🔑 B271148

G1.B1.S1 Develop the knowledge and skills to improve the implementation of the instructional shifts. [4]

🔑 S287039

Strategy Rationale

To ensure stakeholders are providing equity through the standards.

Action Step 1 [5]

Vertical articulation to create coherence across grade levels.

Person Responsible

Efrain Alejandro

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Coherence meeting sign-in sheets and minutes

Action Step 2 [5]

Continue to improve the effectiveness of PLC meetings to create collective teacher efficacy.

Person Responsible

Efrain Alejandro

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC meeting sign-in sheets, agendas, and minutes

Action Step 3 `5`

All teachers participate in Professional Learning.

Person Responsible

Sara Schnell

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Faculty meeting sign-in sheets and minutes

Action Step 4 `5`

Implement the knowledge and skills learned during each Professional Learning session.

Person Responsible

Sara Schnell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans, student work samples, data collection results

Action Step 5 `5`

Monitor and provide feedback and coaching as needed.

Person Responsible

Efrain Alejandro

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans, Outlook Calendar, agenda, minutes, student work samples

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

Coach provides follow up support to ensure implementation of instructional shifts.

Person Responsible

Efrain Alejandro

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Coaching cycles, Outlook Calendar, Notes

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

Implement the knowledge and skills learned during each professional learning session.

Person Responsible

Efrain Alejandro

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson Plans, Student Work Samples, Collected Data

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

Vertical articulation to create coherence across grade levels.

Person Responsible

Efrain Alejandro

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Coherence meeting sign-in sheets and minutes

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

Continue to improve the effectiveness of PLC meetings to create collective teacher efficacy.

Person Responsible

Efrain Alejandro

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC meeting sign-in sheets, agendas, and minutes

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

All teachers participate in Professional Learning.

Person Responsible

Efrain Alejandro

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Faculty meeting sign-in sheets and minutes

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

Monitor and provide feedback and coaching as needed for each professional learning.

Person Responsible

Efrain Alejandro

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom observation data, summative assessments in all subject areas, VXTs data, and common formative data

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

Lighthouse Team will monitor PLC minutes.

Person Responsible

Kim Asmussen

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC agendas & minutes

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

Administration will conduct data walks

Person Responsible

Efrain Alejandro

Schedule

Quarterly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Data Walk Collection Tools and Data Grids

G1.B1.S2 Cultivate a community of leadership. 4

S287040

Strategy Rationale

Build a learning community that allows all stakeholders to have a voice.

Action Step 1 5

Leader in Me education

Person Responsible

Efrain Alejandro

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

LIM PD Sign-In Sheets; Lighthouse Team & Faculty Meeting Minutes

Action Step 2 5

Develop and incorporate school wide action teams.

Person Responsible

Kim Asmussen

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Action Team binders with planning sheets

Action Step 3 5

Increase opportunities for parent and community engagement

Person Responsible

Efrain Alejandro

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Calendar of Events; Parent Surveys; Monthly Newsletter

Action Step 4 `5`

Implement ways to increase student attendance

Person Responsible

Efrain Alejandro

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Attendance Reports

Action Step 5 `5`

Utilize district expertise to support social-emotional learning for separate class populations.

Person Responsible

Jessica Townsend

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson Plans; District expertise feedback

Action Step 6 `5`

Incorporate celebrations

Person Responsible

Kim Asmussen

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Action Team Reports; Calendar of Events

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

Leader in Me education

Person Responsible

Efrain Alejandro

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PL Sign-In Sheets; Lighthouse Team & Faculty Meeting Minutes

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

Develop and incorporate school wide action teams.

Person Responsible

Kim Asmussen

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Action Team binders with planning sheets

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

Increase opportunities for parent and community engagement.

Person Responsible

Efrain Alejandro

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Calendar of Events; Parent Surveys; Monthly Newsletter

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

Implement ways to increase student attendance.

Person Responsible

Efrain Alejandro

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Attendance Reports

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

Utilize district expertise to support social-emotional learning for separate class populations.

Person Responsible

Jessica Townsend

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson Plans; District expertise feedback

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

Incorporate celebrations.

Person Responsible

Kim Asmussen

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Action Team Reports; Calendar of Events

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

Discuss the effectiveness of planning and delivering Leader in Me education

Person Responsible

Efrain Alejandro

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PL Sign-In Sheets; Lighthouse Team & Faculty Meeting Minutes

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

Discuss the effectiveness of developing and incorporating school wide action teams.

Person Responsible

Kim Asmussen

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Action Team binders with planning sheets

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

Discuss the effectiveness of increasing opportunities for parent and community engagement.

Person Responsible

Efrain Alejandro

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Calendar of Events; Parent Surveys; Monthly Newsletter

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

Discuss the effectiveness of implementing ways to increase student attendance

Person Responsible

Efrain Alejandro

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Attendance Reports; Discussions with Guidance Counselor (Mr. Robinson)

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

Discuss the effectiveness of utilizing district expertise to support social-emotional learning for separate class populations.

Person Responsible

Efrain Alejandro

Schedule

Biweekly, from 8/13/2018 to 5/10/2019

Evidence of Completion

Lesson Plans; District expertise feedback from Mandy Ellzey, Dorothy Williams, Adrienne Palmer, Kenya Ford

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

Discuss the effectiveness of incorporating celebrations.

Person Responsible

Kim Asmussen

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Action Team Reports; Calendar of Events

G2. If Sunrise Elementary School implements, monitors and supports a proactive tiered system of supports for Social Emotional Learning, then students and staff will develop an understanding and commitment to the 7 Habits of Happy Kids through the utilization of the Leader In Me practices. 1

🔑 G100541

G2.B1 Spike in referrals (17-18 school year) during the 11:30am-12:00pm time frame as well as in the month of April 2

🔑 B271149

G2.B1.S1 Cultivate a community of leadership school wide. 4

🔑 S287041

Strategy Rationale

Build a learning community that allows all stakeholders to have a voice.

Action Step 1 5

Provide Leader In Me education

Person Responsible

Efrain Alejandro

Schedule

Daily, from 8/7/2018 to 6/7/2019

Evidence of Completion

LIM PD sign in sheets, SLT and faculty meeting minutes, LIM binders, LIM schedule, Data walk observation informational notes, and lesson plans.

Action Step 2 5

Develop and incorporate school wide action teams

Person Responsible

Kim Asmussen

Schedule

On 6/7/2019

Evidence of Completion

Action team binders with planning sheets.

Action Step 3 `5`

Increase opportunities for parent and community engagement

Person Responsible

Efrain Alejandro

Schedule

On 6/7/2019

Evidence of Completion

Calendar of events, parent survey, online presence (social media), School website and monthly newsletter.

Action Step 4 `5`

Utilize available expertise to support social-emotional learning for all students.

Person Responsible

Sara Schnell

Schedule

Quarterly, from 8/7/2018 to 6/7/2019

Evidence of Completion

LIM PD sign in sheets, SLT and Faculty meeting minutes, LIM binders, LIM schedule, lesson plans and data from walk throughs.

Action Step 5 `5`

Implement School-wide common area expectations

Person Responsible

Sara Schnell

Schedule

Quarterly, from 8/7/2018 to 6/7/2019

Evidence of Completion

lesson plans, school wide data review, observational notes.

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

Administrators will monitor evidence for all action steps

Person Responsible

Efrain Alejandro

Schedule

Quarterly, from 8/7/2018 to 6/7/2019

Evidence of Completion

1. LIM PD sign in sheets, SLT and Faculty meeting minutes, LIM binders, LIM schedule, Evidence from Data Walk throughs, lesson plans. 2. Action team binders and reports 3. Calendar of events, parent surveys, news letters, social media and website 4. attendance reports. 5. Lesson Plans, school wide discipline data and observational notes.

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

Discuss the effectiveness of implementing, monitoring, and supporting a proactive tiered system of supports for social emotional learning through the utilization of Leader In Me practices

Person Responsible

Efrain Alejandro

Schedule

Quarterly, from 8/7/2018 to 6/7/2019

Evidence of Completion

weekly PLC meeting minutes and sign in sheets, data walk throughs, observational notes, lesson plans, SLT minutes, faculty meeting minutes.

G2.B2 Twenty five percent of students missed 11-20 days of school 2

🔑 B271150

G2.B2.S1 Monitor attendance on a daily basis and share with all stakeholders 4

🔑 S287042

Strategy Rationale

With the goal to increase daily attendance, implementing attendance celebrations and continued monitoring of the daily attendance as well as sharing it with stake holders (staff, students, parents and community members)

Action Step 1 5

Implement ways to increase attendance

Person Responsible

Efrain Alejandro

Schedule

Daily, from 8/7/2018 to 6/7/2019

Evidence of Completion

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

Administration and guidance office with the support of district personnel will monitor the action steps regarding attendance

Person Responsible

Efrain Alejandro

Schedule

Biweekly, from 8/7/2018 to 6/7/2019

Evidence of Completion

Attendance monitoring sheets, parent involvement in activities

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

Discussion of the effectiveness of the attendance monitoring system through guidance with district support.

Person Responsible

Efrain Alejandro

Schedule

Biweekly, from 8/7/2018 to 6/7/2019

Evidence of Completion

attendance monitoring sheets, attendance celebrations

V. Professional Development Opportunities

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

G1. If Sunrise Elementary creates a strong culture for learning by implementing rigorous questioning and discussion techniques, increasing student engagement, utilizing common formative assessments which are aligned to the Florida Standards, and check for understanding, then students will make learning gains.

G1.B1 Deepen the understanding and strengthen the implementation of the instructional shifts.

G1.B1.S1 Develop the knowledge and skills to improve the implementation of the instructional shifts.

PD Opportunity 1

Vertical articulation to create coherence across grade levels.

Facilitator

Lighthouse Team, Academic Coaches, Administration

Participants

Sunrise teachers

Schedule

Monthly, from 8/13/2018 to 5/31/2019

PD Opportunity 2

Continue to improve the effectiveness of PLC meetings to create collective teacher efficacy.

Facilitator

Mr. Alejandro, Mrs. Schnell, School Leadership Team, Lighthouse Team members

Participants

Sunrise Faculty

Schedule

Weekly, from 8/13/2018 to 5/31/2019

PD Opportunity 3

All teachers participate in Professional Learning.

Facilitator

Mr. Alejandro, Mrs. Schnell, SLT members

Participants

Sunrise Faculty

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

PD Opportunity 4

Monitor and provide feedback and coaching as needed.

Facilitator

Mr. Alejandro, Mrs. Schnell, and Academic Coaches Karen Morley and Joy Leader

Participants

Sunrise Faculty

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G1.B1.S2 Cultivate a community of leadership.

PD Opportunity 1

Leader in Me education

Facilitator

Mr. Alejandro, Mrs. Schnell and SLT members

Participants

Sunrise faculty, staff, students, and families

Schedule

Daily, from 8/13/2018 to 5/31/2019

PD Opportunity 2

Develop and incorporate school wide action teams.

Facilitator

Lighthouse Team

Participants

PreK-5 grade teachers

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Vertical articulation to create coherence across grade levels.	$0.00
2	G1.B1.S1.A2	Continue to improve the effectiveness of PLC meetings to create collective teacher efficacy.	$0.00
3	G1.B1.S1.A3	All teachers participate in Professional Learning.	$0.00
4	G1.B1.S1.A4	Implement the knowledge and skills learned during each Professional Learning session.	$0.00
5	G1.B1.S1.A5	Monitor and provide feedback and coaching as needed.	$0.00
6	G1.B1.S2.A1	Leader in Me education	$0.00
7	G1.B1.S2.A2	Develop and incorporate school wide action teams.	$0.00
8	G1.B1.S2.A3	Increase opportunities for parent and community engagement	$0.00
9	G1.B1.S2.A4	Implement ways to increase student attendance	$0.00
10	G1.B1.S2.A5	Utilize district expertise to support social-emotional learning for separate class populations.	$0.00
11	G1.B1.S2.A6	Incorporate celebrations	$0.00
12	G2.B1.S1.A1	Provide Leader In Me education	$0.00
13	G2.B1.S1.A2	Develop and incorporate school wide action teams	$0.00
14	G2.B1.S1.A3	Increase opportunities for parent and community engagement	$0.00
15	G2.B1.S1.A4	Utilize available expertise to support social-emotional learning for all students.	$0.00
16	G2.B1.S1.A5	Implement School-wide common area expectations	$0.00
17	G2.B2.S1.A1	Implement ways to increase attendance	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G2.MA1 M425015	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA10 M425000	Discuss the effectiveness of utilizing district expertise to support social-emotional learning for...	Alejandro, Efrain	8/13/2018	Lesson Plans; District expertise feedback from Mandy Ellzey, Dorothy Williams, Adrienne Palmer, Kenya Ford	5/10/2019 biweekly
G1.MA1 M425008	SIP progress monitoring meeting	Schnell, Sara	8/13/2018	SIP progress monitoring meeting minutes and sign-in sheets	5/31/2019 quarterly
G1.MA2 M425009	SIP mid-year review	Alejandro, Efrain	8/13/2018	Mid-year review in CIMS	5/31/2019 one-time
G1.MA3 M425010	State assessment results	Alejandro, Efrain	8/13/2018	Step Zero for 2018-2019 SIP	5/31/2019 one-time
G1.B1.S1.MA1 M424988	Monitor and provide feedback and coaching as needed for each professional learning.	Alejandro, Efrain	8/13/2018	Classroom observation data, summative assessments in all subject areas, VXTs data, and common formative data	5/31/2019 weekly
G1.B1.S1.MA7 M424989	Lighthouse Team will monitor PLC minutes.	Asmussen, Kim	8/13/2018	PLC agendas & minutes	5/31/2019 monthly
G1.B1.S1.MA8 M424990	Administration will conduct data walks	Alejandro, Efrain	8/20/2018	Data Walk Collection Tools and Data Grids	5/31/2019 quarterly
G1.B1.S1.MA1 M424991	Coach provides follow up support to ensure implementation of instructional shifts.	Alejandro, Efrain	8/13/2018	Coaching cycles, Outlook Calendar, Notes	5/31/2019 daily
G1.B1.S1.MA2 M424992	Implement the knowledge and skills learned during each professional learning session.	Alejandro, Efrain	8/13/2018	Lesson Plans, Student Work Samples, Collected Data	5/31/2019 monthly
G1.B1.S1.MA3 M424993	Vertical articulation to create coherence across grade levels.	Alejandro, Efrain	8/13/2018	Coherence meeting sign-in sheets and minutes	5/31/2019 semiannually
G1.B1.S1.MA4 M424994	Continue to improve the effectiveness of PLC meetings to create collective teacher efficacy.	Alejandro, Efrain	8/13/2018	PLC meeting sign-in sheets, agendas, and minutes	5/31/2019 weekly
G1.B1.S1.MA5 M424995	All teachers participate in Professional Learning.	Alejandro, Efrain	8/13/2018	Faculty meeting sign-in sheets and minutes	5/31/2019 monthly
G1.B1.S1.A1 A388977	Vertical articulation to create coherence across grade levels.	Alejandro, Efrain	8/13/2018	Coherence meeting sign-in sheets and minutes	5/31/2019 monthly
G1.B1.S1.A2 A388978	Continue to improve the effectiveness of PLC meetings to create collective teacher efficacy.	Alejandro, Efrain	8/13/2018	PLC meeting sign-in sheets, agendas, and minutes	5/31/2019 weekly
G1.B1.S1.A3 A388979	All teachers participate in Professional Learning.	Schnell, Sara	8/13/2018	Faculty meeting sign-in sheets and minutes	5/31/2019 quarterly
G1.B1.S1.A4 A388980	Implement the knowledge and skills learned during each Professional Learning session.	Schnell, Sara	8/13/2018	Lesson plans, student work samples, data collection results	5/31/2019 monthly
G1.B1.S1.A5 A388981	Monitor and provide feedback and coaching as needed.	Alejandro, Efrain	8/13/2018	Lesson plans, Outlook Calendar, agenda, minutes, student work samples	5/31/2019 monthly
G1.B1.S2.MA1 M424996	Discuss the effectiveness of planning and delivering Leader in Me education	Alejandro, Efrain	8/13/2018	PL Sign-In Sheets; Lighthouse Team & Faculty Meeting Minutes	5/31/2019 weekly
G1.B1.S2.MA7 M424997	Discuss the effectiveness of developing and incorporating school wide action teams.	Asmussen, Kim	8/13/2018	Action Team binders with planning sheets	5/31/2019 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA8 M424998	Discuss the effectiveness of increasing opportunities for parent and community engagement.	Alejandro, Efrain	8/13/2018	Calendar of Events; Parent Surveys; Monthly Newsletter	5/31/2019 monthly
G1.B1.S2.MA9 M424999	Discuss the effectiveness of implementing ways to increase student attendance	Alejandro, Efrain	8/13/2018	Attendance Reports; Discussions with Guidance Counselor (Mr. Robinson)	5/31/2019 biweekly
G1.B1.S2.MA12 M425001	Discuss the effectiveness of incorporating celebrations.	Asmussen, Kim	8/13/2018	Action Team Reports; Calendar of Events	5/31/2019 biweekly
G1.B1.S2.MA1 M425002	Leader in Me education	Alejandro, Efrain	8/13/2018	PL Sign-In Sheets; Lighthouse Team & Faculty Meeting Minutes	5/31/2019 monthly
G1.B1.S2.MA2 M425003	Develop and incorporate school wide action teams.	Asmussen, Kim	8/13/2018	Action Team binders with planning sheets	5/31/2019 monthly
G1.B1.S2.MA3 M425004	Increase opportunities for parent and community engagement.	Alejandro, Efrain	8/13/2018	Calendar of Events; Parent Surveys; Monthly Newsletter	5/31/2019 monthly
G1.B1.S2.MA4 M425005	Implement ways to increase student attendance.	Alejandro, Efrain	8/13/2018	Attendance Reports	5/31/2019 monthly
G1.B1.S2.MA5 M425006	Utilize district expertise to support social-emotional learning for separate class populations.	Townsend, Jessica	8/13/2018	Lesson Plans; District expertise feedback	5/31/2019 monthly
G1.B1.S2.MA11 M425007	Incorporate celebrations.	Asmussen, Kim	8/13/2018	Action Team Reports; Calendar of Events	5/31/2019 monthly
G1.B1.S2.A1 A388982	Leader in Me education	Alejandro, Efrain	8/13/2018	LIM PD Sign-In Sheets; Lighthouse Team & Faculty Meeting Minutes	5/31/2019 daily
G1.B1.S2.A2 A388983	Develop and incorporate school wide action teams.	Asmussen, Kim	8/13/2018	Action Team binders with planning sheets	5/31/2019 quarterly
G1.B1.S2.A3 A388984	Increase opportunities for parent and community engagement	Alejandro, Efrain	8/13/2018	Calendar of Events; Parent Surveys; Monthly Newsletter	5/31/2019 daily
G1.B1.S2.A4 A388985	Implement ways to increase student attendance	Alejandro, Efrain	8/13/2018	Attendance Reports	5/31/2019 biweekly
G1.B1.S2.A5 A388986	Utilize district expertise to support social-emotional learning for separate class populations.	Townsend, Jessica	8/13/2018	Lesson Plans; District expertise feedback	5/31/2019 monthly
G1.B1.S2.A6 A388987	Incorporate celebrations	Asmussen, Kim	8/13/2018	Action Team Reports; Calendar of Events	5/31/2019 monthly
G2.B1.S1.MA1 M425011	Discuss the effectiveness of implementing, monitoring, and supporting a proactive tiered system of...	Alejandro, Efrain	8/7/2018	weekly PLC meeting minutes and sign in sheets, data walk throughs, observational notes, lesson plans, SLT minutes, faculty meeting minutes.	6/7/2019 quarterly
G2.B1.S1.MA1 M425012	Administrators will monitor evidence for all action steps	Alejandro, Efrain	8/7/2018	1. LIM PD sign in sheets, SLT and Faculty meeting minutes, LIM binders, LIM schedule, Evidence from Data Walk throughs, lesson plans. 2. Action team binders and reports 3. Calendar of events, parent surveys, news letters, social media and website 4. attendance reports. 5. Lesson Plans, school wide discipline data and observational notes.	6/7/2019 quarterly
G2.B1.S1.A1 A388988	Provide Leader In Me education	Alejandro, Efrain	8/7/2018	LIM PD sign in sheets, SLT and faculty meeting minutes, LIM binders, LIM schedule, Data walk observation informational notes, and lesson plans.	6/7/2019 daily
G2.B1.S1.A2 A388989	Develop and incorporate school wide action teams	Asmussen, Kim	8/7/2018	Action team binders with planning sheets.	6/7/2019 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3 A388990	Increase opportunities for parent and community engagement	Alejandro, Efrain	8/7/2018	Calendar of events, parent survey, online presence (social media), School website and monthly newsletter.	6/7/2019 one-time
G2.B1.S1.A4 A388991	Utilize available expertise to support social-emotional learning for all students.	Schnell, Sara	8/7/2018	LIM PD sign in sheets, SLT and Faculty meeting minutes, LIM binders, LIM schedule, lesson plans and data from walk throughs.	6/7/2019 quarterly
G2.B1.S1.A5 A388992	Implement School-wide common area expectations	Schnell, Sara	8/7/2018	lesson plans, school wide data review, observational notes.	6/7/2019 quarterly
G2.B2.S1.MA1 M425013	Discussion of the effectiveness of the attendance monitoring system through guidance with district...	Alejandro, Efrain	8/7/2018	attendance monitoring sheets, attendance celebrations	6/7/2019 biweekly
G2.B2.S1.MA1 M425014	Administration and guidance office with the support of district personnel will monitor the action...	Alejandro, Efrain	8/7/2018	Attendance monitoring sheets, parent involvement in activities	6/7/2019 biweekly
G2.B2.S1.A1 A388993	Implement ways to increase attendance	Alejandro, Efrain	8/7/2018		6/7/2019 daily