



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sunrise Elementary School

3155 PHONETIA DR

Deltona, FL 32738

407-328-5530

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 75%
Alternative/ESE Center No	Charter School No	Minority Rate 48%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Sunrise Elementary School

Principal

James Bishop

School Advisory Council chair

Sondra Shelton and Eilene Ahr

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jessica Aivazis	Assistant Principal
Maureen Taylor	Reading Coach
Tara Ward	Reading Intervention

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Sunrise Elementary School Advisory Council at this time is made up of the following:

James Bishop Principal
 Carrie Fiorica Staff Representative
 Sondra Shelton SAC Chairman and Teacher
 David Akom Parent
 Sharon Flood Parent
 Erica Usher Parent

An effort to add more parents to our SAC through invitation, brochure, and SAC Table at open house. We hope we will add more parents by appointment at the October SAC meeting and this will allow us to add more teacher representatives as well. The desire is to have a larger SAC to insure more cooperative decision making through more parent input.

Involvement of the SAC in the development of the SIP

Sunrise SAC met September 10 and discussed items on the agenda. We presented SIP on October 1st. Attached are the agendas and minutes. Discussion of the SIP and progress towards goals will be discussed at each monthly SAC meeting

Activities of the SAC for the upcoming school year

The SAC will be involved in data Analysis, collaborative decision making, reviewing strategies and making adjustments/mending, on going progress monitoring, making decisions for money allocations.

Projected use of school improvement funds, including the amount allocated to each project

Coaches/Intervention, school resources

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

The measures to be taken were at Open House there was a parent awareness through SAC table where brochures and information were handed out. Each grade level presented SAC brochures during thier presentation. We use the marquee in the parent pick up loop, information is on our website and in our monthly newsletter.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

James Bishop

Principal

Years as Administrator: 28

Years at Current School: 3

Credentials

BS

MS

Specialist in Education: Administration

Performance Record

2012-2013 C 55 52 52 54 68 65

2011-2012 B 59 52 66 62 53 63

2010-2011 Human Resources Volusia County position

2009-2010 B 86 81 65 67 47 52

2008-2009 A 95 89 85 73 76 63

2007-2008 B 88 87 70 64 53 44

2006-2007 A 92 86 74 68 75 68

2005-2006 A 93 90 73 58 70 N/A

2004-2005 A 92 93 73 72 67 N/A

Jessica Aivazis		
Asst Principal	Years as Administrator: 4	Years at Current School: 1
Credentials	BS Elementary Education/ ESOL MA Educational Leadership	
Performance Record	2012-2013 C 44 48 60 56 2011-2012- B 52 45 64 45 68 43 2010-2011- A 73 73 63 57 61 63	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Maureen Taylor		
Full-time / School-based	Years as Coach: 6	Years at Current School: 21
Areas	Reading/Literacy	
Credentials	BA in Education Masters in Instruction and Curriculum Reading Endorsement Certified: Primary K – 3 Elementary 1 – 6	
Performance Record	2012-2013 C 55 52 52 54 68 65 2011-2012 B 59 52 66 62 53 63 2010-2011 A 85 80 70 74 69 71 2009-2010 A 81 78 66 71 50 67 2008-2009 A 80 75 68 69 61 69 2007-2008 A 81 79 69 53 71 71 65 73	

Classroom Teachers

of classroom teachers
41

receiving effective rating or higher
0%

Highly Qualified Teachers
100%

certified in-field
0, 0%

ESOL endorsed

14, 34%

reading endorsed

9, 22%

with advanced degrees

17, 41%

National Board Certified

1, 2%

first-year teachers

8, 20%

with 1-5 years of experience

6, 15%

with 6-14 years of experience

14, 34%

with 15 or more years of experience

13, 32%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

To support newly hired first year teachers, this year along with their PAR, We have implemented a Sunrise Teacher team of less than 5 years experience to mentor and guide these teachers to success. We also have on going Professional Development, and PLC meeting where they will learn strategies to promote student success.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Sunrise has a Teacher Team that meets monthly with our new teachers to support them in areas that they are struggling in.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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. .

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school's MTSS and SIP called the Curriculum Leadership Team consisting of PLC Chairs, Common Core Leaders, SAC Chair, and Administration meet monthly to analyze school wide data and plan strategies vertically to address areas of concern.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be collected based on the SIP to support targets and subgroups. This data will be monitored monthly at our Curriculum Leadership Meetings.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

First the SIP will be presented to the SAC. Then as we will share as a faculty. Grade levels in their PLC will develop assessments to support the learning targets in reading, math, science, writing and engagement.

Curriculum Leadership team will meet monthly to discuss and analyze the data and decide how to publicly share. Monitor the progress and make decisions on how to proceed. School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

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How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
James Bishop	Principal
Jessica Aivazis	Assistant Principal
Sonny Shelton	SAC Chair/PLC Chair 2
Eilene Ahr	SAC Co-Chair/Common Core
Cindy Star	PLC Chair/Common Core k
Kim Assmussen	PLC Chair/Common Core 1
Pam Clark	Common Core/ Grade Book
Hilary Bartholdsom	Common Core 2
Sarah Mateer	PLC/ Common Core Chair 3
Lisa Buchanan	PLC Chair 4
Caryl Philyaw	Common Core 4
Jeannie Gavilanes	PLC Chair
Kim Quigely	PLC Chair EBD
Judy Picone	PLC Chair Special Area

How the school-based LLT functions

The school's MTSS and SIP called the Curriculum Leadership Team consisting of PLC Chairs, Common Core Leaders, SAC Chair, and Administration meet monthly to analyze school wide data and plan strategies vertically to address areas of concern.

Major initiatives of the LLT

Implementing approved Volusia County Curriculum and monitoring goal in the school improvement plan.

Reading-Compare and Contrast using Non fiction text, Math -Basic Facts, Science -Scientific Process, Writing -Conventions will be monitored monthly by the LLT.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Literacy Leadership Team will meet monthly to discuss the implementation of the Volusia County Curriculum in Reading. PLC teams will develop Close Reading Lessons to improve reading for every student. PLC teams will monitor Reading Comprehension monthly.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	55%	No	71%
American Indian				
Asian				
Black/African American	56%	57%	Yes	60%
Hispanic	70%	56%	No	73%
White	68%	55%	No	71%
English language learners	48%	33%	No	54%
Students with disabilities	31%	7%	No	38%
Economically disadvantaged	65%	50%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	31%	50%
Students scoring at or above Achievement Level 4	66	24%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	103	55%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	25	52%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	29	48%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	36%	54%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	30%	54%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	43	51%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%		No	69%
American Indian				
Asian				
Black/African American	56%		No	60%
Hispanic	68%		No	72%
White	64%		No	68%
English language learners	58%		No	63%
Students with disabilities	40%		No	46%
Economically disadvantaged	63%		No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	33%	50%
Students scoring at or above Achievement Level 4	53	19%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	65%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	54%	65%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	15%	25%
Students scoring at or above Achievement Level 4	40	40%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	13	3%	1%
Students who are not proficient in reading by third grade	49	52%	25%
Students who receive two or more behavior referrals	32	5%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	3%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

- *Increase SAC membership through invitation
- *Increase parent/teacher conferences

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Sunrise Elementary will increase parental involvement through academic and social events.	1311	43%	50%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Sunrise Elementary will increase student achievement for all students with an emphasis on our sub populations.

Goals Detail

G1. Sunrise Elementary will increase student achievement for all students with an emphasis on our sub populations.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Science - Elementary School
- EWS - Elementary School

Resources Available to Support the Goal

- Nonfiction text
- Math basic facts
- Scientific process
- Writing conventions and sentence structure
- Curriculum Leadership Team
- Professional Learning Team

Targeted Barriers to Achieving the Goal

- Grade levels focus on different skills
- There are not enough people in each grade level to provide for small group instruction.

Plan to Monitor Progress Toward the Goal

Address nonfiction in all content areas at least 1 to 2 mini lessons or and extension lesson.

Person or Persons Responsible

PLC teams

Target Dates or Schedule:

biweekly by PLC teams and Monthly Common Core Leadership team

Evidence of Completion:

100% faculty participation, on the PLC agenda each week.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Sunrise Elementary will increase student achievement for all students with an emphasis on our sub populations.

G1.B1 Grade levels focus on different skills

G1.B1.S1 As a school we will emphasize specific skills to align grade levels vertically to insure student achievement.

Action Step 1

To improve student written communication grade levels will focus on sentence structure and conventions.

Person or Persons Responsible

All faculty

Target Dates or Schedule

Monthly

Evidence of Completion

Extended response on any formative assessment of grade level choosing scored for sentence structure and conventions. This will look different in different grade levels.

Action Step 2

To improve knowledge in scientific process emphasis will be placed on including hands on investigations.

Person or Persons Responsible

All Faculty

Target Dates or Schedule

Quarterly

Evidence of Completion

More hands on investigations

Action Step 3

To improve reading comprehension grade levels will include compare and contrast skill instruction in all content areas weekly

Person or Persons Responsible

All faculty

Target Dates or Schedule

Monthly

Evidence of Completion

Grade levels agreed upon a formative assessment.

Action Step 4

To improve math fluency grade levels will basic fact practice weekly

Person or Persons Responsible

All Faculty

Target Dates or Schedule

Monthly

Evidence of Completion

Timed formative assessment

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

Grade levels will decide on assessment

Person or Persons Responsible

PLC Chairs and Curriculum Leadership Team

Target Dates or Schedule

As designated by the Action Steps

Evidence of Completion

Display of Progress Monitoring Data

Plan to Monitor Effectiveness of G1.B1.S1

Achievement growth in targeted skills

Person or Persons Responsible

Curriculum Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data from grade levels

G1.B2 There are not enough people in each grade level to provide for small group instruction.

G1.B2.S1 We will adjust the master schedule to provide supports in ESOL, ESE, and intervention for block of time daily for each grade level.

Action Step 1

The master schedule will be adjusted.

Person or Persons Responsible

Administration

Target Dates or Schedule

First few weeks of school

Evidence of Completion

Implementation of grade level support for a 30 min. block daily.

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

Each grade level is receiving support staff for their daily 30 minute block.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Support staff assigned to each grade are meeting with their groups daily.

Plan to Monitor Effectiveness of G1.B2.S1

Student achievement

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

Through formative and summative assessments at scheduled times

Evidence of Completion

Student growth in targeted areas.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 FCAT 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals