

Volusia County Schools

Sunrise Elementary School



2020-21 Schoolwide Improvement Plan

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Sunrise Elementary School

3155 PHONETIA DR, Deltona, FL 32738

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

Demographics

Principal: Tracy Buckner A

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (44%) 2016-17: C (47%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Sunrise Elementary School

3155 PHONETIA DR, Deltona, FL 32738

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>83%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>60%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

At Sunrise Elementary School, learning is a lifelong journey, Dream It, Believe it, and Achieve It!

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Kania, Kristina	Principal	To lead the leadership team to identify school based resources (both materials and personnel) to determine both academic and behavioral supports available to students at the school site. Process assessment data to determine SIP goals. Identify action steps and monitor implementation for effectiveness.
Saccone, Julienne	Teacher, K-12	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation of action steps within grade level, and with the collection, interpretation, and reflection of data with grade level and school wide teams.
Verdi, Cindy	Teacher, K-12	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation of action steps within grade level, and with the collection, interpretation, and reflection of data with grade level and school wide teams.
Taylor, Maureen	Teacher, K-12	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation of action steps within grade level, and with the collection, interpretation, and reflection of data with grade level and school wide teams.
Engstrom, carlie	Teacher, K-12	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation of action steps within grade level, and with the collection, interpretation, and reflection of data with grade level and school wide teams.
Pettit, Angela	Teacher, K-12	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation of action steps within grade level, and with the collection, interpretation, and reflection of data with grade level and school wide teams.
Philyaw, Caryl	Teacher, K-12	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To provide updates of The Leader in Me program implementation.
Dolce, Marianne	Instructional Media	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To support school-wide literacy initiatives through a media program that supports core instruction.
Rankin, Angela	Instructional Coach	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. Assist in monitoring the implementation of the SIP, support teachers with resources and instructional strategies, analyze school wide data. To communicate the SIP and Mid-Year review data to all stakeholders.

Name	Title	Job Duties and Responsibilities
Brown, Michelle C.	Assistant Principal	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation and monitoring of action steps. To communicate the SIP and Mid-Year Review data with stakeholders.
Rushing, Christopher	Other	To provide ongoing input and feedback regarding SIP development, implementation, and reflection. To assist with the implementation and monitoring of action steps. To support social emotional learning implementation and data analysis school-wide.

Demographic Information

Principal start date

Wednesday 7/1/2020, Tracy Buckner A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

49

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students

	Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (44%) 2016-17: C (47%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/28/2020

Prior Year - As Reported

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	
Number of students enrolled	83	54	81	74	93	78	0	0	0	0	0	0	0	463
Attendance below 90 percent	0	0	0	1	2	5	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	4	4	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	5	6	8	0	0	0	0	0	0	0	19

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	6	8	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	8	0	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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	
Number of students enrolled	83	54	81	74	93	78	0	0	0	0	0	0	0	463
Attendance below 90 percent	0	0	0	1	2	5	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	4	4	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	5	6	8	0	0	0	0	0	0	0	19

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	5	6	8	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	0	0	8	0	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	56%	57%	50%	55%	55%
ELA Learning Gains	55%	56%	58%	49%	53%	57%
ELA Lowest 25th Percentile	48%	46%	53%	40%	44%	52%
Math Achievement	53%	59%	63%	62%	62%	61%
Math Learning Gains	51%	56%	62%	56%	58%	61%
Math Lowest 25th Percentile	18%	43%	51%	27%	47%	51%
Science Achievement	53%	57%	53%	45%	59%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	58%	1%	58%	1%
	2018	48%	56%	-8%	57%	-9%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	47%	54%	-7%	58%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	43%	54%	-11%	56%	-13%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
05	2019	47%	54%	-7%	56%	-9%
	2018	45%	51%	-6%	55%	-10%
Same Grade Comparison		2%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	60%	-6%	62%	-8%
	2018	53%	58%	-5%	62%	-9%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	52%	59%	-7%	64%	-12%
	2018	51%	60%	-9%	62%	-11%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
05	2019	52%	54%	-2%	60%	-8%
	2018	47%	57%	-10%	61%	-14%
Same Grade Comparison		5%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	56%	-7%	53%	-4%
	2018	54%	56%	-2%	55%	-1%
Same Grade Comparison		-5%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	35	40	14	18	10	20				
ELL	48	56	55	50	44		44				
BLK	33	43		41	40		50				
HSP	53	46	42	53	45	15	40				
MUL	31			46							
WHT	64	73	57	58	63	21	61				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	46	51	50	47	46	20	47				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	18	14	15	31	29	20				
ELL	44	20		44	30						
BLK	37	42		41	40		40				
HSP	42	32	31	50	45	41	54				
MUL	46			54							
WHT	56	48	21	60	41	25	64				
FRL	47	41	26	52	42	34	58				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	33	33	23	27	21	13				
ELL	28	33	17	36	33	25	8				
BLK	52	58		55	37						
HSP	41	49	35	53	57	31	33				
MUL	42	10		58	55						
WHT	55	52	50	69	62	35	57				
FRL	46	45	38	61	57	28	42				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data indicated that the lowest performance component was math lowest quartile as evidenced by 18% of students meeting proficiency. The school did not have a designated math intervention time, math modules were used as a resource at the teacher's discretion as there was not a district adopted textbook, and a heavy school-wide focus on ELA small group instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component with the greatest decline from 2018 to 2019 as evidenced by FSA scores was math lowest quartile that went from 34% proficiency to 18% proficiency. Factors that may have contributed to this include a school-wide focus on ELA small group instructions, math modules instead of a district adopted textbook, and no designated math intervention time.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math lowest quartile data showed the greatest gap when compared to the state average. The school was at 18% proficiency and the state at 51% proficiency. Factors that may have contributed to this include a school-wide focus on ELA small group instructions, math modules instead of a district adopted textbook, and no designated math intervention time.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA learning gains data showed the most improvement. The FSA 2018 data demonstrated a 25% proficiency rate and 2019 data showed 48% proficiency rate. Actions that may have led to this increase include a school-wide focus on ELA small group instruction, learning walks using the IPG Skinny observation tool, district support conducting classroom observations and joining PLC meetings, and district support in the development of ESE scheduling and review of progress monitoring data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The school attendance rate was below 90% and a high number of students who earned a level 1 on the state assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Lowest Quartile
2. ESSA subgroup: Students with Disabilities
3. ELA Achievement
4. Social Emotional Learning
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our Math Lowest Quartile for Students with Disabilities (SWD) is an area of focus because according to our 2018-2019 ESSA School Report Card, 10% of the lowest quartile of SWD made learning gains on FSA in mathematics.

Measurable Outcome: FSA Math Lowest Quartile for SWD will increase from 10% to 25% proficiency by providing students with opportunities to use visuals to represent their understanding of mathematical problems and participate in mathematical conversations to explain their problem-solving strategies.

Person responsible for monitoring outcome: Michelle C. Brown (mcbrown@volusia.k12.fl.us)

Evidence-based Strategy: Problem Solving and Visual Representations

Rationale for Evidence-based Strategy: According to John Hattie, problem solving teaching has a .68 effect size. Visual Representations is an evidenced based strategy to help students learn abstract math concepts and solve problems. The purpose of the visual is to reflect a student's understanding of the problem so they can successfully solve it. Through problem solving, students demonstrate their understanding by explaining these methods and producing accurate answers efficiently.

Action Steps to Implement

1. Extended PLC's with a focus on Math.

Person Responsible Kristina Kania (klkania@volusia.k12.fl.us)

2. Designate one PLC a month specifically focused on Math where ESE teachers attend with Gen Ed teachers.

Person Responsible Angela Rankin (atrankin@volusia.k12.fl.us)

3. Monitor data for our lowest quartile and students with disabilities during PLC's.

Person Responsible Michelle C. Brown (mcbrown@volusia.k12.fl.us)

4. Family Engagement Event with a Math focus.

Person Responsible Kristina Kania (klkania@volusia.k12.fl.us)

5. Train and Implement Number Talks.

Person Responsible Angela Rankin (atrankin@volusia.k12.fl.us)

Designate math intervention/enrichment time in master schedule.

Person Responsible Kristina Kania (klkania@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Instructional Practice specifically relating to Standards-aligned instruction is a focus in the areas of ELA and Math. According to the 2019 school report card, 55% of our students met proficiency of FSA in the area of ELA Achievement and 53% in the area of Math Achievement.

Measurable Outcome: Increase ELA Achievement from 55% to 65% and Math Achievement from 53% to 63%.

Person responsible for monitoring outcome: Kristina Kania (klkania@volusia.k12.fl.us)

Evidence-based Strategy: To increase student achievement through the use of standards- aligned instructional practices.

Rationale for Evidence-based Strategy: According to John Hattie, by increasing student engagement, which has an effect size of .6, through classroom discussions, which has an effect size of .82, student achievement will increase.

Action Steps to Implement

1. Learning Walks to collect data on Standards Aligned Instruction in the Classroom.

Person Responsible Kristina Kania (klkania@volusia.k12.fl.us)

2. Implement Coaching Cycles with teachers to look at Standards Aligned Instruction.

Person Responsible Angela Rankin (atrankin@volusia.k12.fl.us)

3. Implement training for teachers and give specific feedback on effective question and discussion techniques.

Person Responsible Angela Rankin (atrankin@volusia.k12.fl.us)

4. Increase the frequency of monitoring student's mastery of the standards.

Person Responsible Angela Rankin (atrankin@volusia.k12.fl.us)

5. Standards Aligned Learning Target posted in all classrooms ensuring task alignment.

Person Responsible Kristina Kania (klkania@volusia.k12.fl.us)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Culture and Environment specifically relating to Social Emotional Learning is a focus area due to students' difficulty in obtaining the attitudes and skills necessary to manage emotions, set and achieve goals, and establish and maintain positive relationships to make responsible decisions. Due to students returning to school following the Covid-19 pandemic, a focus on social emotional learning is needed to ensure a supportive environment with conditions that are conducive to learning.

Measurable Outcome: Students will demonstrate the ability to use the Leader in Me framework to set, track, and monitor academic goals. The use of Leadership Portfolios to house the goal setting practices and data collection will be used in 100% of classrooms on campus to increase student achievement.

Person responsible for monitoring outcome: Kristina Kania (klkania@volusia.k12.fl.us)

Evidence-based Strategy: According to John Hattie, Self-Efficacy with the individual belief in his/her capacity to execute behaviors necessary to produce specific attainments as it relates to goals has a .92 effect size.

Rationale for Evidence-based Strategy: Implementation of The Leader in Me, a schoolwide social emotional learning framework, with a focus on self-efficacy is necessary to ensure a supportive environment with conditions that are conducive to learning.

Action Steps to Implement

Provide The Leader in Me initial and ongoing training for all teachers.

Person Responsible Kristina Kania (klkania@volusia.k12.fl.us)

Provide ongoing support for the implementation of Leadership Portfolios.

Person Responsible Caryl Philyaw (clphilya@volusia.k12.fl.us)

Assign new to Sunrise teachers a mentor expert in The Leader in Me framework. Assign and utilize Accountability Partners for all teachers in regards to The Leader in Me implementation.

Person Responsible Caryl Philyaw (clphilya@volusia.k12.fl.us)

Provide dedicated time in the master schedule for The Leader in Me instruction.

Person Responsible Kristina Kania (klkania@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The areas of focus selected will address all schoolwide improvement priorities previously identified.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Sunrise completes a Parent and Family Engagement Plan (PFEP) which is accessible through the school website as well as hard copies in the front office. Sunrise also invites community members and parents to attend monthly School Advisory Council (SAC) meetings. Communications are sent to all stakeholders regarding school events and accomplishments. This is done through Messenger Calls, marquee, social media, and school website. Sunrise actively seeks business and community partnerships to support students.

As a Leader in Me School, Sunrise Elementary addresses the social and emotional needs of our students through this program. Our ESE classrooms also utilize the RULERS program to assist with self-regulation strategies. The school counselor provides social skills lessons, mentoring, and peer mediation sessions. Additionally, community members are invited to participate, mentor, and contribute to the well being of our students through the support of our Project Heat, FB Honors, She to She mentoring programs. The annual Leader in Me Leadership Day event allows stakeholders the opportunity to see The Leader in Me practices in action within the classroom setting. The Leader in Me practices on campus afford students the opportunity to participate in school-wide leadership roles such as participating in clubs, Student Leadership Team, Leadership Events, clubs, and mentoring. These opportunities promote community involvement, a focus on education, career awareness.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00