

Orange County Public Schools

Sunrise Elementary



2021-22 Schoolwide Improvement Plan

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Sunrise Elementary

101 LONE PALM RD, Orlando, FL 32828

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

Demographics

Principal: Alejandra Brinzo

Start Date for this Principal: 7/26/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2020-21 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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (60%) 2016-17: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Orange 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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101 LONE PALM RD, Orlando, FL 32828

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	30%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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<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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Bainbridge, Denise	Principal	<p>Principal: Manages all school operations and functions of the school; assists teachers with data-based decision-making skills to ensure school-based data is being utilized and implemented correctly and continuously throughout the year; develops and administers policies and procedures that provide a safe and effective learning environment; visible in the community and recognized as an instructional leader; follows and implements all district guidelines and instructional initiatives; maintains timely and accurate information and all assessments on all staff members; purchases curriculum, current technology, and other necessary resources to enable the teachers to perform their job effectively.</p> <p>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.</p> <p>Exceptional Student Education (ESE) Teachers: Participates in student data collection; integrates core instructional activities/materials into instruction with struggling students, and collaborates with general education teachers through activities.</p>
Waltz, Ginger	Curriculum Resource Teacher	<p>CRT and Instructional Coach develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered struggling learners; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Each resource teacher is to support technology programs in their area.</p>
	Staffing Specialist	<p>Staffing Specialist collects, interprets and analyzes data; facilitates development of intervention plans, provides support for intervention and assists with the different types of documentation. She works with the ESE team of teachers to review the curriculum, assessment, and instruction. They help develop IEP plans, EP plans and 504 plans.</p>
Rogers, Dana	Instructional Coach	<p>CRT and Instructional Coach develop, lead, and evaluate school core content standards/ programs; identify and analyze the existing literature on curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered struggling learners; assist in the design and</p>

Name	Position Title	Job Duties and Responsibilities
		implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Each resource teacher is to support technology programs in their area.

Demographic Information

Principal start date

Monday 7/26/2021, Alejandra Brinzo

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.*

1

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.*

6

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

451

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	60	73	68	89	74	79	0	0	0	0	0	0	0	443
Attendance below 90 percent	2	8	2	7	4	7	0	0	0	0	0	0	0	30
One or more suspensions	0	1	0	2	3	5	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	1	1	4	0	0	0	0	0	0	0	6

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/26/2021

2020-21 - 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	65	92	84	74	85	66	0	0	0	0	0	0	0	466
Attendance below 90 percent	4	5	5	3	4	4	0	0	0	0	0	0	0	25
One or more suspensions	0	1	4	9	6	6	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	3	0	3	3	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	1	4	9	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	8	18	13	0	0	0	0	0	0	0	39
	4	6	13	21	35	35	0	0	0	0	0	0	0	114

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	1	0	2	2	4	6	0	0	0	0	0	0	0	15

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	65	92	84	74	85	66	0	0	0	0	0	0	0	466
Attendance below 90 percent	4	5	5	3	4	4	0	0	0	0	0	0	0	25
One or more suspensions	0	1	4	9	6	6	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	3	0	3	3	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	1	4	9	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	8	18	13	0	0	0	0	0	0	0	39
	4	6	13	21	35	35	0	0	0	0	0	0	0	114

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	1	0	2	2	4	6	0	0	0	0	0	0	0	15

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				73%	57%	57%	71%	56%	56%
ELA Learning Gains				63%	58%	58%	52%	55%	55%
ELA Lowest 25th Percentile				63%	52%	53%	38%	48%	48%
Math Achievement				73%	63%	63%	79%	63%	62%
Math Learning Gains				65%	61%	62%	66%	57%	59%
Math Lowest 25th Percentile				45%	48%	51%	51%	46%	47%
Science Achievement				68%	56%	53%	64%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	78%	55%	23%	58%	20%
Cohort Comparison						
04	2021					
	2019	55%	57%	-2%	58%	-3%
Cohort Comparison		-78%				
05	2021					
	2019	76%	54%	22%	56%	20%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	62%	17%	62%	17%
Cohort Comparison						
04	2021					
	2019	66%	63%	3%	64%	2%
Cohort Comparison		-79%				
05	2021					
	2019	69%	57%	12%	60%	9%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	67%	54%	13%	53%	14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I Ready EOY, MOY, EOY diagnostic assessments for Reading and Math.
PMA Science data from district assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	69	69
	Economically Disadvantaged	27%	35%	56 %
	Students With Disabilities	0	0	20%
	English Language Learners	29%	29%	71%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67	69	69
	Economically Disadvantaged	12%	32%	59%
	Students With Disabilities	0	0	20%
	English Language Learners	14%	29%	57%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	82	83	85
	Economically Disadvantaged	17%	40%	35%
	Students With Disabilities	0	17%	17%
	English Language Learners	14%	43%	38%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	82	82	85
	Economically Disadvantaged	4%	17%	38%
	Students With Disabilities	0	0	17%
	English Language Learners	0	29%	50%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71	76	77
	Economically Disadvantaged	33%	29%	48%
	Students With Disabilities	9%	9%	18%
	English Language Learners	14%	14%	43%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71	76	77
	Economically Disadvantaged	4%	8%	48%
	Students With Disabilities	9%	9%	27%
	English Language Learners	0	14%	43%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72	74	74
	Economically Disadvantaged	27%	26%	39%
	Students With Disabilities	0	0	0
	English Language Learners	18%	8%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72	74	75
	Economically Disadvantaged	0	19%	39%
	Students With Disabilities	0	0	0
	English Language Learners	8%	22%	42%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68	77	79
	Economically Disadvantaged	17%	33%	29%
	Students With Disabilities	0	17%	0
	English Language Learners	18%	20%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	76	73	76
	Economically Disadvantaged	9%	19%	38%
	Students With Disabilities	0	0	0
	English Language Learners	18%	22%	44%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	75	73	77
	Economically Disadvantaged	43%	47%	62%
	Students With Disabilities	0	0	0
	English Language Learners	33%	40%	50%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17			22							
ELL	70	82		63	45		60				
ASN	92			100							
BLK	46			54							
HSP	70	65		64	38		65				
WHT	81	60		79	57		65				
FRL	65	64	50	52	32	18	41				
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	19	35	31	24	41	33					
ELL	46	69	60	49	63	64	33				
ASN	89			95							

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
BLK	42			50							
HSP	66	60	56	60	58	56	47				
WHT	77	65	86	81	74	46	85				
FRL	54	46	52	49	51	45	46				
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	26	14	10	32	43	40					
ELL	27	45	57	44	63						
ASN	90			100							
BLK	60			67							
HSP	65	49	39	72	62	50	60				
WHT	75	54	33	83	65	53	73				
FRL	58	51	45	63	60	48	52				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	96
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

After reviewing the data, the trend that emerges across grade levels is students with disabilities are not making adequate learning gains. This is most evident in grades 4th and 5th according to the progress monitoring data by grade level. Data indicates that when students complete the school year, I Ready EOY shows mid to below grade level performance for students who performed below grade level on the I Ready BOY. These students made minimal learning gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students with disabilities in the lowest 25% showed a 31% learning gain in reading. Students with disabilities in the lowest 25% showed a 33% learning gain in math. These are the areas of greatest need for improvement at Sunrise Elementary.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One of the greatest contributing factors is distant learning. Many students did not log on to classes and stay engaged with the instruction. Small group instruction was missing or limited due to social distancing.

Implement mandatory small group instruction for all grade levels for ELA and Math. Provide Professional Learning to staff on small group instruction and intervention resources. Meet monthly with the teachers to discuss data and student progress.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

During the 2019 school year data indicates that 3rd-grade students showed a 23% increase from 78% at 3 and above, over the district average of 55% in reading. Fifth-grade student data indicates that 5th-grade students showed a 22% increase from 76% at 3 and above, over the district average of 22% in reading.

What were the contributing factors to this improvement? What new actions did your school take in this area?

All teachers were provided professional development in close reading strategies, academic discourse, and writing to learn. Tier 3 intervention teacher was utilized to help provide interventions.

What strategies will need to be implemented in order to accelerate learning?

Small groups instruction in reading and math must occur in all grade levels. Professional development will be provided in small group instruction and intervention. Interventions for grades 1-5 will start before the BOY I Ready Assessments based on the prior year's data. Kindergarten will start interventions and graphing, after the BOY I Ready Assessment. Administration walk-throughs during intervention and enrichment to monitor instruction. Students will be provided acceleration when appropriate. Data meetings will occur monthly to discuss progress and brainstorm strategies. All faculty members will be trained and utilized to help provide interventions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided professional development in Acceleration, Intervention Resources, Small group instruction, academic discourse, close reading, BEST Standards, SEL, and writing to learn.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Sunrise will continue to provide professional development in areas where there is a need, based on walk-through data. Monthly data meetings will be ongoing to ensure that students are making learning gains. Teachers will participate in PLC meetings to plan for instruction, intervention, and enrichment based on the benchmarks. Sunrise will continue to utilize and train all faculty members to help provide intervention.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	
Description and Rationale:	Improve student performance for Students with Disabilities in ELA. The rationale is to improve students learning for our students with disabilities. The students with disabilities had 31% learning gains in ELA.
Measurable Outcome:	Our current learning gains for students with disabilities in the lowest 25% is 31% in ELA. Our intended outcome is to increase from 31% to 50%
Monitoring:	Administration walk-throughs during intervention and enrichment to monitor instruction. Students will be provided acceleration when appropriate. Data meetings will occur monthly to discuss progress and brainstorm strategies. All faculty members will be trained and utilized to help provide interventions.
Person responsible for monitoring outcome:	Denise Bainbridge (denise.bainbridge@ocps.net)
Evidence-based Strategy:	Small groups instruction in reading must occur in all grade levels. Professional development will be provided in small group instruction and intervention. Interventions for grades 1-5 will start before the BOY I Ready Assessments based on the prior year's data. Kindergarten will start interventions and graphing, after the BOY I Ready Assessment.
Rationale for Evidence-based Strategy:	The rationale for selecting these strategies is to increase learning gains in reading for students with disabilities. The resources used are SIPPS, I Ready Teacher Tool Box, I Ready Tools for Instruction, Phonics for Reading, and A-Z Learning. Materials selected are research-based with targeted lessons based on state standards.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Other specifically relating to End of the Year Outcomes in I Ready

Area of Focus Description and Rationale:	EOY I Ready Reading Data indicates that students who are performing one to two years below grade level are still performing at a mid-grade level or below at the end of the school year. The BOY I Ready Reading Assessment for 2020-2021 419 students were assessed. Of the 419 students tested school-wide 128 students scored mid or above grade level. On the EOY I Ready Reading Assessment for 2020-2021 456 students were assessed. Of the 456 students, 273 students scored mid or above grade level.
Measurable Outcome:	Based on the EOY I Ready Reading Diagnostic Assessment for the 2020-2021 school year 60% of students school-wide scored mid or above grade level. For the 2021-2022 school year, Sunrise will increase the EOY school-wide I Ready Reading Diagnostic Assessment from 60% to 65%.
Monitoring:	Administration walk-throughs during intervention and enrichment to monitor instruction. Students will be provided acceleration when appropriate. Data meetings will occur monthly to discuss progress and brainstorm strategies. All faculty members will be trained and utilized to help provide interventions.
Person responsible for monitoring outcome:	Denise Bainbridge (denise.bainbridge@ocps.net)
Evidence-based Strategy:	Small groups instruction in reading must occur in all grade levels. Professional development will be provided in small group instruction, intervention, acceleration. Interventions for grades 1-5 will start before the BOY I Ready Assessments based on the prior year's data. Kindergarten will start interventions and graphing, after the BOY I Ready Assessment.
Rationale for Evidence-based Strategy:	The rationale for selecting these strategies is to increase learning gains in reading for students with disabilities. The resources used are SIPPS, I Ready Teacher Tool Box, I Ready Tools for Instruction, Phonics for Reading, and A-Z Learning. Materials selected are research-based with targeted lessons based on state standards.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus Description and Rationale:**

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: Improve the school climate and sense of belonging scores from the Panorama student survey. In 2020-2021, students in the 3rd, 4th, and 5th grades scored school climate and sense of belonging at 44%.

Measurable Outcome: On the 2021-2022 Panorama student survey for 3rd, 4th and 5th grades, we will show an increase from 44% to 50%.

Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Person responsible for monitoring outcome:

Denise Bainbridge (denise.bainbridge@ocps.net)

Evidence-based Strategy:

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

Rationale for Evidence-based Strategy:

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Action Steps to Implement

Identify student social and emotional learning needs to prepare for academic instruction

Person Responsible Denise Bainbridge (denise.bainbridge@ocps.net)

Ensure a school team receives training on implementation of a school-wide SEL curriculum

Person Responsible Denise Bainbridge (denise.bainbridge@ocps.net)

Implement a school-wide SEL curriculum

Person Responsible Denise Bainbridge (denise.bainbridge@ocps.net)

#4. -- Select below -- specifically relating to**Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:**

[no one identified]

Evidence-based Strategy:**Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Sunrise Elementary had 11 total suspensions for the 2020-2021 school year compared with the total suspensions of 380 for the Innovation schools. The state number of suspensions for the 2020-2021 school year is 9,159.

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.

In order to establish a positive school culture and climate, Sunrise will engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, Sunrise will use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, Sunrise will use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from Sunrise, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a

broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. The school leadership team will collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine the next steps. The development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Sunrise will utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School teachers and staff members develop communication materials, websites, mailing lists that focus on school climate, and implement the social-emotional curriculum.

Students participate in lessons, small groups, and clubs that focus on social-emotional learning.

Parents provide support to teachers and students.

SAC provides input on the SIP goals regarding social-emotional learning.

PTA provides activities and events to support social-emotional learning.

PIE provides materials when needed for social-emotional learning.

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				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900		1371 - Sunrise Elementary	School Improvement Funds		\$500.00
			Notes: These purchases will support our goal of improving learning gains for the lowest 25% in reading with students with disabilities.			
2	III.A.	Areas of Focus: Other: End of the Year Outcomes in I Ready				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900		1371 - Sunrise Elementary	School Improvement Funds		\$500.00
			Notes: These purchases will support our goals of improving learning gains for the EOY I Ready diagnostic assessment school-wide.			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900		1371 - Sunrise Elementary	School Improvement Funds		\$500.00
			Notes: These purchases will support our goal of increasing the scores on the Panorama survey for students having a sense of belonging and school climate with 3rd, 4th, and 5th grade students.			
4	III.A.	Areas of Focus: -- Select below --:				\$0.00
Total:						\$1,500.00