

School District of Osceola County, FL

Sunrise Elementary School



2021-22 Schoolwide Improvement Plan

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Sunrise Elementary School

1925 HAM BROWN RD, Kissimmee, FL 34746

www.osceolaschools.net

Demographics

Principal: Jennifer Albright

Start Date for this Principal: 6/5/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (57%) 2017-18: C (50%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Osceola 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

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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 KG-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sunrise Elementary School is dedicated to meeting the needs of its diverse population through academics, character development, and community involvement.

Provide the school's vision statement.

As a unified school, Sunrise Elementary staff and students will work collaboratively as lifelong learners utilizing all available educational resources to develop critical thinking skills for college and career readiness.

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
Albright, Jennifer	Assistant Principal	Assistant Principal is responsible for highly effective instruction and safety at the school level.
Honeycutt, Wendy	Principal	The Principal is responsible for highly effective instruction and safety at the school level.
Barletta, Andrea	Math Coach	Math Coach is responsible to ensure the effectiveness of our school's Math and Science Instruction.
McFarland, Wendi	Reading Coach	The reading coach is responsible to ensure the effectiveness of our school's Reading and Writing instruction.
Williams, Shelly	School Counselor	The Guidance Counselor's responsibility is to ensure that the students social and emotional needs are met.
Sagasti, Natalie	School Counselor	The Guidance Counselor's responsibility to ensure that the students social and emotional needs are met.
	Instructional Coach	The MTSS Coach's responsibility is to ensure that the students academic needs are being met.

Demographic Information

Principal start date

Monday 6/5/2017, Jennifer Albright

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.*

31

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.*

36

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,017

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

9

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

12

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	144	135	150	153	157	158	0	0	0	0	0	0	0	897
Attendance below 90 percent	23	25	22	18	11	16	0	0	0	0	0	0	0	115
One or more suspensions	4	0	0	3	3	2	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	1	6	7	8	0	0	0	0	0	0	0	22
Course failure in Math	0	0	1	6	4	5	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	56	49	50	0	0	0	0	0	0	0	155
Level 1 on 2019 statewide FSA Math assessment	0	0	0	79	58	65	0	0	0	0	0	0	0	202
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	4	0	1	10	9	10	0	0	0	0	0	0	0	34

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	1	2	1	0	0	0	0	0	0	0	0	0	4
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

Friday 8/27/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	60	72	69	63	62	83	0	0	0	0	0	0	0	409
One or more suspensions	1	0	4	3	4	5	0	0	0	0	0	0	0	17
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	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	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	1	0	5	6	22	20	0	0	0	0	0	0	0	54

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	1	2	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	60	72	69	63	62	83	0	0	0	0	0	0	0	409
One or more suspensions	1	0	4	3	4	5	0	0	0	0	0	0	0	17
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	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	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	1	0	5	6	22	20	0	0	0	0	0	0	0	54

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	1	2	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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				54%	53%	57%	47%	51%	56%
ELA Learning Gains				60%	56%	58%	49%	54%	55%
ELA Lowest 25th Percentile				57%	51%	53%	46%	46%	48%
Math Achievement				61%	55%	63%	54%	54%	62%
Math Learning Gains				67%	59%	62%	53%	56%	59%
Math Lowest 25th Percentile				51%	45%	51%	47%	42%	47%
Science Achievement				52%	49%	53%	53%	51%	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	57%	51%	6%	58%	-1%
Cohort Comparison						
04	2021					
	2019	49%	51%	-2%	58%	-9%
Cohort Comparison		-57%				
05	2021					
	2019	45%	48%	-3%	56%	-11%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	54%	9%	62%	1%
Cohort Comparison						
04	2021					
	2019	57%	53%	4%	64%	-7%
Cohort Comparison		-63%				
05	2021					
	2019	51%	48%	3%	60%	-9%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	45%	5%	53%	-3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

NWEA BOY MOY EOY

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	43	50
	Economically Disadvantaged	55	41	40
	Students With Disabilities	33	18	11
	English Language Learners	29	19	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	39	39
	Economically Disadvantaged	56	36	23
	Students With Disabilities	38	29	11
	English Language Learners	38	22	11
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	48	50
	Economically Disadvantaged	51	49	47
	Students With Disabilities	26	15	29
	English Language Learners	37	47	41
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48	41	37
	Economically Disadvantaged	45	38	33
	Students With Disabilities	15	11	11
	English Language Learners	47	42	32

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	42	37
	Economically Disadvantaged	48	37	32
	Students With Disabilities	6	21	14
	English Language Learners	33	34	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	33	32
	Economically Disadvantaged	39	31	31
	Students With Disabilities	13	11	0
	English Language Learners	28	26	20
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	47	47
	Economically Disadvantaged	55	45	40
	Students With Disabilities	20	17	23
	English Language Learners	46	29	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	34	37
	Economically Disadvantaged	47	26	29
	Students With Disabilities	15	0	4
	English Language Learners	41	24	20

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	53	54
	Economically Disadvantaged	55	46	49
	Students With Disabilities	7	19	16
	English Language Learners	40	30	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	34	46
	Economically Disadvantaged	43	31	42
	Students With Disabilities	21	13	22
	English Language Learners	31	15	33
	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	60	63
Science	Economically Disadvantaged	54	59	60
	Students With Disabilities	50	31	24
	English Language Learners	56	41	47
	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	60	63
	Economically Disadvantaged	54	59	60

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	23	11	20	21	26	18	28				
ELL	33	42	33	31	45	33	31				
BLK	43	52		35	33		46				
HSP	40	35	31	34	36	24	36				
MUL	20			30							
WHT	64	60		61	56		68				
FRL	39	36	23	33	36	25	40				
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	25	49	50	33	54	50	33				
ELL	38	50	52	52	70	59	42				
ASN	72	69		83	77						

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	51	63	40	57	63	36	33				
HSP	49	54	56	57	67	56	50				
MUL	75			67							
WHT	62	71	90	70	69		68				
FRL	47	56	58	54	62	51	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	14	31	35	33	51	48	32				
ELL	31	41	45	35	39	42	30				
ASN	67	60		67	47						
BLK	41	46	33	49	53	50	38				
HSP	45	42	44	51	49	46	56				
WHT	51	61	53	61	61	60	53				
FRL	42	47	47	51	56	59	51				

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES

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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	62
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Trends indicate:

SWD students are the lowest performing students in both ELA/Math.

Decrease in overall proficiency from BOY to EOY in both ELA/Math.

ELL are our second lowest performing subgroup.

Overall Math proficiency is lower than Reading proficiency.

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

Students with disabilities in ELA and Mathematics. ELL is both ELA and Mathematics.

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

Number of VE teachers not adequate for the amount of services needed. Not adequate collaborative planning time between all classroom teachers and VE push-in teacher- creating a flexible schedule to allot for more collaborative planning time.

Digital vs. F2F instruction- no more digital learning

COVID-19 quarantine students

Fidelity of interventions due to quarantining- monitor MTSS intervention using NEST tool

Fidelity of Tier 1 instruction due to COVID-19- monitor using the NEST tool

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

5th grade ELL students scored higher on the Spring NWEA assessment than on the 2019 FSA assessment (42% to 47%). Economically Disadvantaged students scored higher on the Science NWEA assessment than on the 2019 FSA assessment (46%-60%).

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

Implementation of the Science Curriculum Unit Plans. Math/Science instructing 5th grade STEM lab during specials period. Departmentalized teachers with expertise in Science area.

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

Flexibly grouping for iii.

Monitoring of Tier 1 using the NEST walkthrough tool.

Hiring Reading endorsed teachers.

Implementation of Agri-animal Science CHOICE school program.
Emphasis on Guided Reading and Opencourt.
Implementation of AVID school-wide.
Implementation of RISE in 2nd grade and then adding additional grade levels.

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.

Professional Development (PD) in AVID strategies. PD in Guided Reading and OpenCourt.
Implementation of PLC Action teams with a focus on different areas of improvement. Reading
Endorsement PD opportunities offered through the school district.

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

Utilize the NEST walkthrough tool.
Tracking of PD for all teachers utilizing Microsoft Forms.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team

Area of Focus	According to Insight Survey data, there is a need for teacher growth in instructional leadership.
Description and Rationale:	Effective instructional leadership teams are key components in making school-wide changes. Our team includes the principal, assistant principal, instructional coaches, counselors, the EES, the RCS, and the Media Specialist. Collaboratively, we work together to ensure success.
Measurable Outcome:	Insight Survey Retention Section Response 2020-21 Opportunities to pursue leadership roles - 10% 2021-22 goal - 15%
Monitoring:	iObservation tool will be used to monitor the percentage of teachers who are Applying and Innovating in the section of promoting teacher leadership and collaboration. NEST tool will be used to identify new professional development needs within a capacity.
Person responsible for monitoring outcome:	Amanda Seabolt (amanda.seabolt@osceolaschools.net)
Evidence-based Strategy:	Promoting teacher leadership will create a culture of collaboration and increase teacher knowledge, confidence, retention, and motivation.
Rationale for Evidence-based Strategy:	Great leaders understand that teachers know what their students-and they themselves-need to succeed. When teachers are involved in examining data and making important decisions based on data that inform how they continuously improve their schools, leadership teams can ensure that everyone in the building is focused on the core business of the school-improving student learning outcomes. When teachers work together in teams, they coach each other, learn from one another, and become experts in specific areas. This team dynamic-in which everyone plays a role is valued-provides them with a safe space to refine their practices to improve student outcomes. It also boosts teacher morale, making it more likely that good teachers will stay in the profession longer. In these collaborative environments, transparency of practice and data are expected to help drive improvement. (Gate Foundation 2019)

Action Steps to Implement

School-level Leadership Development - Administration will attend at least monthly admin meetings and monthly instructional rounds.

Person Responsible Wendy Honeycutt (wendy.honeycutt@osceolaschools.net)

Data Disaggregation and Monitoring - Utilize forms to create a needs assessment for professional development in leadership opportunities. Analyze the data every nine weeks.

Person Responsible Amanda Seabolt (amanda.seabolt@osceolaschools.net)

Teacher Targeted Feedback - Cultivate a mindset of shared leadership through PLC's and/or academic committees; holding all members accountable.

Person Responsible Amanda Seabolt (amanda.seabolt@osceolaschools.net)

Utilize the FORM created for a needs assessment to identify opportunities offered as well as additional needs. Track teacher participation.

Person Responsible	Jennifer Albright (jennifer.albright@osceolaschools.net)
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#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: An analysis of the 2020-21 FSA ELA data indicates a critical need. Based on the scores of 3rd, 4th, and 5th grade students, an average of 44% were proficient readers at Sunrise Elementary, an average of 45% were proficient across the district, and an average of 53% across the state.

Measurable Outcome: Using the results from the 2022 FSA ELA, the average proficiency score will increase 6% from 44% to 50%.

Monitoring: Tier 1 instruction is the only way to achieve proficiency. Student learning will be monitored through coaching cycles, the evidence of implemented AVID strategies, the effective delivery of guided reading, a consistent and persistent delivery of foundation skills, the attention given to social emotional learning and equity, and a direct, purposeful focus on Tier 1 instruction as determined by Florida B.E.S.T. standards. Utilize the NEST tool to identify classroom trends.

Person responsible for monitoring outcome: Wendi McFarland (wendi.mcfarland@osceolaschools.net)

Evidence-based Strategy: Evidence shows that effective implementation of Professional Learning Communities on well-functioning, collaborative teams will ultimately lead to student success. Data driven discussions are the driving force behind student achievement and purposeful differentiation.

Rationale for Evidence-based Strategy: As evidence by Marzano, student achievement parallels effective PLC's. The value of collaborative discourse and purposeful planning is evidenced by the high yield strategies set in motion across classrooms. This data driven process transforms learning, amplifies academic gains, and builds student capacity, confidence and commitment to personal accountability in their learning.

Action Steps to Implement

Professional Learning Communities -Through data driven decisions, PLC's identify needs, collaborate on high yield strategies, and implement those strategies for Tier 1 and differentiated instruction taking place in the classroom. Ensure teachers are planning to include AVID focus strategies (WICOR). Ensure foundational skills are delivered with accuracy, that the guaranteed and viable curriculum is used effectively, and that the curriculum unit plans guide instructional pacing with fidelity.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

Instructional Coaching - Support instruction through directive, facilitative, or collaborative coaching. Ensure the delivery of Florida B.E.S.T. standards are accurately addressed. Support the strategic implementation of AVID strategies and use of Benchmark Advance alongside district curriculum unit plans. Ensure an optimal learning environment is in place for learning to occur. Provide professional development as needed throughout the year.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

Small Group Instruction - PLC's determine specific student needs through formative, summative, or district driven assessments to purposefully plan for differentiated, Tier 2 instruction within Guided Reading/Small Group time. PLC's ensure quality, vetted materials are being used to help close achievement gaps. Implement RISE for Tier 2 students in specific grade levels. Utilize Pre-teaching activities for T2.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

Standards Aligned Instruction - Maintain a clear understanding of what students need to know as determined by Florida B.E.S.T. standards and ensure students have a clear understanding of what they are learning. Use the curriculum unit plans and the vetted Benchmark Advance materials with fidelity. 100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans. Ensure a focus on the optimal learning environment and Tier 1 instruction. Embed AVID strategies (WICOR) which engage students in learning.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development. First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development. Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation. T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Data from 2021 showed that our ELL and SWD subgroups had the lowest proficiency rates on FSA Math and ELA.
Measurable Outcome:	Based on specific subgroup data, the two lowest subgroups on FSA ELA were ELL (13.2%) and SWD (8.9%). The subgroups also dropped the most since the 2019 data, with both subgroups dropping 35%. The ELL subgroup will increase to 20%. The SWD subgroup will increase to 14%.
Monitoring:	Student learning will be monitored through district-based assessments (NSGRA, NWEA, NWEA Oral Reading Fluency, progress monitoring assessments), the evidence of implemented AVID strategies and research-based interventions, and through PLCs analyzing their grade-level and classroom data for each specific subgroup.
Person responsible for monitoring outcome:	Jennifer Albright (jennifer.albright@osceolaschools.net)
Evidence-based Strategy:	Equitable instruction that bridges the gap for our underperforming subgroups will be implemented based on trends seen through data analysis. Interrupting those inequities will inevitably change the course of academic student success.
Rationale for Evidence-based Strategy:	According to Aguilar (2020), in order to transform our school, we must ensure educational equity, meaning that every student receives exactly what they need to reach his/her academic potential. Effective action must be taken to disrupt inequities to ensure that the predictability of success or failure of our students does not correlate to social or cultural factors.

Action Steps to Implement

Progress Monitoring and Disaggregating Data - Through data-driven decisions, PLCs identify needs, collaborate on high-yield strategies, and implement strategies for differentiated instruction. At the completion of each progress monitoring assessment, PLCs and coaches will disaggregate the data, looking for trends and implementing interventions or classroom instructional strategies that fit specific students' or groups' needs.

Person Responsible Jennifer Albright (jennifer.albright@osceolaschools.net)

Instructional Practices - Implementation of AVID strategies, utilization of the PLC placemats, small-group instruction within the classroom is tailored to individual/group needs, research-based interventions are completed with fidelity, review NEST data and determine necessary professional development.

Person Responsible Jennifer Albright (jennifer.albright@osceolaschools.net)

Equity and Diversity - Provide Professional Development on Equity to staff. PLCs will identify, analyze, and track the data from each assessment to determine each subgroup's level of proficiency, developing engaging instructional strategies targeted to each group based on the needs presented.

Person Responsible Jennifer Albright (jennifer.albright@osceolaschools.net)

MTSS Instructional Intervention Practices - Flexible grouping will be used to ensure that all students (Tier 1, Tier 2, and Tier 3) receive research-based interventions or review of Tier 1 instruction as necessary.

Individual and group progress will be monitored and discussed through Problem-Solving Team meetings and meetings with each grade-level. Utilize RISE for Tier 2 students in selected grade levels.

Person Responsible Jennifer Albright (jennifer.albright@osceolaschools.net)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: An analysis of the 2020-21 FSA Math data indicates a critical need. Based on the scores of 3rd, 4th, and 5th grade students, an average of 36% were proficient in Math at Sunrise Elementary, an average of 42% were proficient across the district, and an average of 52% were proficient across the state.

Measurable Outcome: Using the results from the 2022 Math FSA, the average proficiency score will increase 6% from 36% to 42%.

Monitoring: Tier 1 instruction is the only way to achieve proficiency. Student learning will be monitored through coaching cycles, the evidence of implemented AVID strategies, a consistent and persistent delivery of foundation skills, attention given to social emotional learning and equity, and a direct, purposeful focus on Tier 1 instruction as determined by Florida B.E.S.T. standards.
Utilize the NEST tool to identify classroom trends.

Person responsible for monitoring outcome: Andrea Barletta (andrea.barletta@osceolaschools.net)

Evidence-based Strategy: Effective implementation of Professional Learning Communities on well-functioning, collaborative teams will ultimately lead to student success. Data driven discussions are the driving force behind student achievement and purposeful differentiation.

Rationale for Evidence-based Strategy: As evidenced by Marzano, student achievement parallels effective PLCs. The value of collaborative discourse and purposeful planning is evidenced by the high yield strategies set in motion across classrooms. This data driven process transforms learning, amplifies academic gains, and builds student capacity, confidence and commitment to personal accountability in their learning.

Action Steps to Implement

Professional Learning Communities -Through data driven decisions, PLCs identify needs, collaborate on high yield strategies, and implement those strategies for Tier 1 and differentiated instruction taking place in the classroom. Ensure teachers are planning to include AVID focus strategies (WICOR). Ensure foundational skills are delivered with accuracy, that the guaranteed and viable curriculum is used effectively, and that the curriculum unit plans guide instructional pacing with fidelity.

Person Responsible Andrea Barletta (andrea.barletta@osceolaschools.net)

Instructional Coaching - Support instruction through directive, facilitative, or collaborative coaching. Ensure the delivery of Florida B.E.S.T. standards are accurately addressed. Support the strategic implementation of AVID strategies and use of Benchmark Advance alongside district curriculum unit plans. Ensure an optimal learning environment is in place for learning to occur. Provide professional development as needed throughout the year.

Person Responsible Andrea Barletta (andrea.barletta@osceolaschools.net)

Small Group Instruction - PLCs determine specific student needs through formative, summative, or district driven assessments to purposefully plan for differentiated, Tier 2 instruction within Small Group time. PLCs ensure quality, vetted materials are being used to help close achievement gaps.

Person Responsible Andrea Barletta (andrea.barletta@osceolaschools.net)

Standards Aligned Instruction - Maintain a clear understanding of what students need to know as determined by Florida B.E.S.T. standards and ensure students have a clear understanding of what they are learning. Use the curriculum unit plans and the vetted Benchmark Advance materials with fidelity. Ensure a focus on the optimal learning environment and Tier 1 instruction. Embed AVID strategies (WICOR) which engage students in learning.

Person Responsible Andrea Barletta (andrea.barletta@osceolaschools.net)

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: An analysis of the 2020-21 FSA Science data indicates a critical need. Based on the scores of 3rd, 4th, and 5th grade students, an average of 40% were proficient in Science at Sunrise Elementary, an average of 38% were proficient across the district, and an average of 47% were proficient across the state.

Measurable Outcome: Using the results from the 2022 Science FSA, the average proficiency score will increase 5% from 40% to 45%.

Monitoring: Tier 1 instruction is the only way to achieve proficiency. Student learning will be monitored through coaching cycles, the evidence of implemented AVID strategies, a consistent and persistent delivery of foundation skills, attention given to social emotional learning and equity, and a direct, purposeful focus on Tier 1 instruction as determined by Florida B.E.S.T. standards.
Utilize the NEST tool to identify classroom trends.

Person responsible for monitoring outcome: Andrea Barletta (andrea.barletta@osceolaschools.net)

Evidence-based Strategy: An effective implementation of Professional Learning Communities on well-functioning, collaborative teams will ultimately lead to student success. Data driven discussions are the driving force behind student achievement and purposeful differentiation.

Rationale for Evidence-based Strategy: As evidenced by Marzano, student achievement parallels effective PLCs. The value of collaborative discourse and purposeful planning is evidenced by the high yield strategies set in motion across classrooms. This data driven process transforms learning, amplifies academic gains, and builds student capacity, confidence and commitment to personal accountability in their learning.

Action Steps to Implement

Professional Learning Communities -Through data driven decisions, PLCs identify needs, collaborate on high yield strategies, and implement those strategies for Tier 1 and differentiated instruction taking place in the classroom. Ensure teachers are planning to include AVID focus strategies (WICOR). Ensure foundational skills are delivered with accuracy, that the guaranteed and viable curriculum is used effectively, and that the curriculum unit plans guide instructional pacing with fidelity.

Person Responsible Andrea Barletta (andrea.barletta@osceolaschools.net)

Instructional Coaching - Support instruction through directive, facilitative, or collaborative coaching. Ensure the delivery of Florida B.E.S.T. standards are accurately addressed. Support the strategic implementation of AVID strategies and use of Benchmark Advance alongside district curriculum unit plans. Ensure an optimal learning environment is in place for learning to occur. Provide professional development as needed throughout the year.

Person Responsible Andrea Barletta (andrea.barletta@osceolaschools.net)

Standards Aligned Instruction - Maintain a clear understanding of what students need to know as determined by Florida B.E.S.T. standards and ensure students have a clear understanding of what they are learning. Use the curriculum unit plans and the vetted Benchmark Advance materials with fidelity. Ensure a focus on the optimal learning environment and Tier 1 instruction. Embed AVID strategies (WICOR) which engage students in learning.

Person Responsible Andrea Barletta (andrea.barletta@osceolaschools.net)

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

Professional School Counselors will implement evidenced based programs, striving to have the highest impact on student growth in the three domain areas outlined by ASCA, (American School Counseling Association). Domain 1. academic
Domain 2. college and career
Domain 3. social/emotional development
According to the EOY 2020-21, Panorama Survey, student perception of positive school climate decreased from 65% to 59%. The lowest subgroup was English Language Learners. In addition, students reported a decrease in their sense of belonging. Student scores decreased from 67% to 62%.

Professional School Counselors will work to increase students' sense of belonging school-wide and school climate. Students will increase their perception of how much they feel they are valued members of the school community from 62% to 67%. The 2020-2021, EOY district average was 67%. Intensive intervention will target the lowest sub-group. The goal is for students to report an increase in their perception of positive school climate from 59% to 64%.

59% of ELL students reported feeling a sense of belonging.
52% of ELL students reported experiencing a positive school climate.

Measurable Outcome:

ASCA School Counselor and Professional Standards and Competencies are as follows:

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success.

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities.

Monitoring:

The Panorama Survey will be administered to students in grades 3-5 in the fall and spring. This data will be used to drive decisions, and implement tier 1 and tier 2 interventions. Data will be monitored monthly during our problem solving team meetings. Specifically, counselors will rely on attendance data, discipline referrals, grades, social and emotional well being of our students by self-report, and other pertinent early warning signs.

Person responsible for monitoring outcome:

Shelly Williams (williash@osceola.k12.fl.us)

Evidence-based Strategy:

Teachers will intentionally plan for team and relationship building lessons.
Teachers will utilize the district provided lesson plans on SEL that are integrated into the curriculum plan.
Teachers and staff will receive training on SEL and the importance of relationship building.
Teachers and staff will participate in equity training to support the implementation of culturally responsive practices.
Provide classroom guidance lessons that assist with emotional regulation, social

awareness,
and self-management.

Implementation of school-wide PBIS.

Identification of tier 2 and 3 students in need of SEL support.

PLC's.

Provide small group, individual, and mental health counseling.

Implementation of a school based threat assessment team.

Panorama survey data will be used to guide SEL instruction.

**Rationale
for
Evidence-
based
Strategy:**

According to a meta-analysis by Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011), students who participated in social/emotional learning programs demonstrated significantly improved social /emotional skills, attitudes, behavior and academic performance that reflected an 11-percentage-point gain in academic achievement when compared with control groups. The American Enterprise Institute and the Brookings Institution (2015) concluded that social/emotional competencies are critically important for the long-term success of students in today's economy. American School Counselor Association. (2019). ASCA National Model: A framework for school counseling programs (4th ed.) Alexandria, VA: Author.

Action Steps to Implement

Social Emotional Learning-Implementation of SEL lesson in cups. School counselors will teach classroom lesson utilizing Quaver, Safer Smarter Kids, and Sanford Harmony.

Professional School Counselors will also meet with small groups and provide individual counseling as needed.

Implement PBIS.

Provide staff with the employee resource information.

Collaborate with stakeholders, staff, and school social worker.

Implement a threat assessment team.

Provide classroom guidance lessons that focus on school climate and foster a sense of belonging.

Implement an Anti-Bullying Task Force.

Foster and support relationship building.

Model and recognize the STARS expectations:

S-Safe at all times.

T-Take responsibility.

A-Active listeners.

R-Respect yourself and others.

S-Strive for success.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

Community and Parent Involvement:

Monthly newsletter to include SEL and PBIS strategies in English and Spanish.

Parent night to share SEL resources and provide community resources.

Support and foster a positive relationship with parents/students and the school resource officer.

Identify early warning signs that may be barriers to families and student achievement bi-monthly during PST data review.

PTO/SAC

Identification and support for FIT families to increase a sense of belonging, school climate, and student success. Implementation of Blessings in a Bag-a weekend food program for our families in need.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

Positive Behavior Intervention and Support- Identify Tier 2 and 3 behavior students needing additional support in SEL. Provide small group/classroom interventions, and behavior plans for Tier 2 and 3

students. Model PBIS strategies in classroom. Implementation of "Sunsational dollars." Provide incentives for positive behavior. Provide staff with a PBIS handbook. Provide monthly newsletter to parents regarding PBIS strategies, both in English and Spanish. Staff recognition for exceeding expectations.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

Equity and Diversity- Provide professional development to all staff on equity.

Person Responsible Jennifer Albright (jennifer.albright@osceolaschools.net)

School-wide Post secondary culture for all students- Training and implementation of the 4E model to promote and foster inclusion for all students. Training and implementation in AVID for all teachers. Participation in college activities during College Week. Teachers will utilize the CUPS which incorporate college and career learning objectives using XELLO.

ASCA Professional Mindsets state:

M 1. Every student can learn, and every student can succeed.

M 2. Every student should have access to and opportunity for a high-quality education.

M 3. Every student should graduate from high school prepared for postsecondary opportunities.

Person Responsible Jennifer Albright (jennifer.albright@osceolaschools.net)

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.

NA

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.

ASCA Mindsets & Behaviors are organized in three broad domains: academic, career, and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as

follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

Career Development – Standards guiding school counseling programs to help students understand the connection between school and the world of work. Critical planning for a successful transition from school to postsecondary education, and/or the world of work- from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions, learn, and apply interpersonal skills.

The School District of Osceola County focuses on the 4E’s, Enroll, Enlist, Employ, and Explore.

The 4E's ensure all students set goals, create a vision, and have a post-secondary plan.

College and Career lessons are delivered to students in kindergarten through second grade during science.

Students in third through fifth grade receive college and career instruction during their ELA instruction time.

College and career lessons are delivered through XELLO and built within the curriculum.

All staff model and support PBIS to promote a positive school culture. Sunrise Elementary earned the PBIS Model School and Resiliency Award for the last two consecutive years.

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

Stakeholders play a vital and important role within the inner and outer niche of our school. Within the school, teachers meet in weekly PLC's where they discuss student progress, both academically and behaviorally, and plan for instruction and intervention as a collaborative team.

Teachers establish and practice clear expectations and classroom procedures and provide feedback to students. All of our faculty and staff work together to ensure that our students are rewarded for actively demonstrating our STARS expectations; Safe at all times, Take Responsibility, Active Listeners, Respect Yourself and Others, and Strive for Success. Furthermore, all faculty and staff at Sunrise Elementary consistently model and practice our expectations towards each other, our students, and all stakeholders. Staff have the opportunity to acknowledge their peers via formal staff recognition awards, presented during morning announcements. We work to include all stakeholders via yearly events such as, Kindness/Respect family nights, academic exploration nights, holiday events, newsletters, and

social media. Upon doing so, we as a community are assisting all of our students to be successful at achieving our STARS expectations, which are lifelong skills while also creating a positive school culture. ISS/OSS and referral data is analyzed by both the problem solving team and the PBIS team and utilized to make intervention decisions bi-monthly.

Administration ensures that teachers have resources, training, and ongoing support necessary for success. The school has many opportunities for staff to assume leadership roles. Examples, PLC Lead, grade level chair, model for other teachers, PBIS team, etc.

The school has a parent engagement plan that was created as a staff. Parents are able to participate in the SAC council as well. By seeking input from the families and communities we can utilize this information and form a bond with the stakeholders by earning trust. It is a priority for the school to intentionally engage with families of historically underserved students.

Teachers and staff receive multiple training's on social emotional learning as well. All staff receive equity and diversity training. Professional School Counselors teach SEL, safety lessons, promote college and career readiness using the 4E Model, and collaborate with community resources to provide outreach to families in need.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00