

Brevard Public Schools

Sunrise Elementary School



2021-22 Schoolwide Improvement Plan

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Sunrise Elementary School

1651 MARA LOMA BLVD SE, Palm Bay, FL 32909

<http://www.sunrise.brevard.k12.fl.us>

Demographics

Principal: Danielle Kraus S

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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)	92%
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 (59%) 2017-18: B (54%) 2016-17: B (58%)
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 Brevard 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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<http://www.sunrise.brevard.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">61%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">35%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

The Sunrise family of students, parents, teachers, and staff will strive for a new beginning of excellence for every child every day.

Reviewed 2018

Provide the school's vision statement.

To enable ALL students to "shine" through responsible choices and academic potential.

Reviewed 2018

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
Jost, Janene	Principal	<p>As the principal, Mrs. Jost is responsible for effectively communicating the Sunrise mission and vision to all stakeholders. She serves on the School Advisory Council to promote school improvement and decision making discussions among teachers, parents, and community members. Mrs. Jost is also responsible for leading the way in making continuous instructional improvements at Sunrise by empowering all faculty members to collaborate, engage in professional development, and make sound curriculum and instruction decisions. Mrs. Jost assists in the facilitation of MTSS (Multi-Tiered System of Supports) and data team meetings to monitor student progress. Mrs. Jost provides instructional feedback to teachers and engages them in productive conversations to promote continued professional reflection and growth. Mrs. Jost clearly communicates school improvement plan action steps and goals to all stakeholders. In addition, she monitors the implementation of the school improvement plan to ensure the action steps are being implemented with fidelity.</p>
Isaacs, Tina	Assistant Principal	<p>As the assistant principal, Mrs. Isaacs is responsible for effectively communicating the Sunrise mission and vision to all stakeholders. She engages with teachers to ensure curriculum and instructional needs are being met, and she frequently collaborates with parents and teachers together to address individual needs of students. Mrs. Isaacs assists in the facilitation of MTSS (Multi-Tiered System of Supports) and data team meetings to promote productive child team discussions and monitors individual student progress. Mrs. Isaacs also provides instructional feedback to teachers to promote continuous growth and improvement. She facilitates professional development for teachers and clearly communicates school improvement action steps and goals to all stakeholders.</p>
Hamelin, Jamie	Teacher, K-12	<p>As a teacher leader, Mrs. Hamelin is responsible for collaborating with school administrators, teachers, and parents to assist in school improvement decision making. Mrs. Hamelin serves on the School Advisory Council and she also serves on the Sunrise school leadership team and assists in the distribution of instructional materials. She also serves as an instructional peer coach to assist colleagues with implementing school improvement action steps with fidelity.</p>
Elliott, Carmen	Reading Coach	<p>As the literacy coach, Mrs. Elliott is responsible for providing instructional support to teachers in the realm of English Language Arts. She thoroughly understands the Language Arts Florida Standards and collaborates with teachers to develop standards-aligned lesson plans. Mrs. Elliott provides instructional coaching and feedback opportunities to Sunrise teachers and also assists in facilitating MTSS (Multi-Tiered System of Supports), data team, and instructional improvement meetings. In addition, Mrs. Elliott supports students, teachers, parents, and administrators with successful ELA program implementation.</p>

Demographic Information

Principal start date

Monday 7/1/2019, Danielle Kraus S

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.*

7

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.*

1

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

705

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

5

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

9

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	82	107	85	94	105	101	100	0	0	0	0	0	0	674
Attendance below 90 percent	18	32	14	25	18	24	16	0	0	0	0	0	0	147
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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 FSA ELA assessment	0	0	0	0	0	5	12	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	19	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	3	10	11	0	0	0	0	0	0	0	0	0	24
LEVEL 1 ON 2021 FSA ELA	0	0	0	4	24	19	18	0	0	0	0	0	0	65
LEVEL 1 ON 2021 FSA MATH	0	0	0	5	35	34	23	0	0	0	0	0	0	97

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

Wednesday 9/15/2021

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	94	92	86	101	100	94	109	0	0	0	0	0	0	676
Attendance below 90 percent	8	7	5	13	11	11	10	0	0	0	0	0	0	65
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
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	5	13	15	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	20	21	0	0	0	0	0	0	46

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	2	0	0	1	5	7	12	0	0	0	0	0	0	27

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	3	3	0	4	0	1	1	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	1	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	94	92	86	101	100	94	109	0	0	0	0	0	0	676
Attendance below 90 percent	8	7	5	13	11	11	10	0	0	0	0	0	0	65
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
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	5	13	15	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	20	21	0	0	0	0	0	0	46

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	2	0	0	1	5	7	12	0	0	0	0	0	0	27

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	3	3	0	4	0	1	1	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	1	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				59%	62%	57%	57%	60%	56%
ELA Learning Gains				63%	60%	58%	55%	54%	55%
ELA Lowest 25th Percentile				56%	57%	53%	43%	46%	48%
Math Achievement				63%	63%	63%	61%	62%	62%
Math Learning Gains				68%	65%	62%	65%	59%	59%
Math Lowest 25th Percentile				51%	53%	51%	45%	49%	47%
Science Achievement				56%	57%	53%	50%	57%	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	54%	64%	-10%	58%	-4%
Cohort Comparison						
04	2021					
	2019	62%	61%	1%	58%	4%
Cohort Comparison		-54%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-62%				
06	2021					
	2019	63%	60%	3%	54%	9%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	61%	-12%	62%	-13%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	64%	-2%
Cohort Comparison		-49%				
05	2021					
	2019	64%	60%	4%	60%	4%
Cohort Comparison		-62%				
06	2021					
	2019	71%	67%	4%	55%	16%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	56%	1%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Reading and Math Diagnostic

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22/27%	37/44%	60/67%
	Economically Disadvantaged	13/16%	24/28%	36/40%
	Students With Disabilities	3/4%	3/4%	9/10%
	English Language Learners	1/1%	1/1%	2/2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/20%	23/27%	42/47%
	Economically Disadvantaged	9/11%	13/15%	24/27%
	Students With Disabilities	3/4%	6/7%	6/7%
	English Language Learners	1/1%	1/1%	2/2%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/33%	46/54%	63/73%
	Economically Disadvantaged	12/14%	19/22%	30/35%
	Students With Disabilities	1/1%	7/8%	11/13%
	English Language Learners	0	0	1/1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/14%	25/29%	42/49%
	Economically Disadvantaged	5/6%	10/12%	17/20%
	Students With Disabilities	1/1%	3/4%	8/9%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52/53%	61/61%	80/78%
	Economically Disadvantaged	33/33%	38/38%	50/49%
	Students With Disabilities	9/9%	12/12%	14/14%
	English Language Learners	2/2%	2/2%	4/4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/8%	27/27%	48/47%
	Economically Disadvantaged	5/5%	16/16%	29/28%
	Students With Disabilities	1/1%	7/7%	12/12%
	English Language Learners	0	1/1%	3/3%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46/47%	59/61%	71/72%
	Economically Disadvantaged	23/24%	30/31%	39/39%
	Students With Disabilities	6/6%	7/7%	8/8%
	English Language Learners	1/1%	0	1/1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14/14%	31/32%	46/46%
	Economically Disadvantaged	4/4%	13/13%	20/20%
	Students With Disabilities	1/1%	0	5/5%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/33%	41/45%	53/56%
	Economically Disadvantaged	17/20%	20/22%	31/33%
	Students With Disabilities	5/6%	5/5%	9/9%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/25%	32/35%	53/56%
	Economically Disadvantaged	10/12%	15/16%	30/32%
	Students With Disabilities	2/2%	3/3%	7/7%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53/51%	57/54%	62/58%
	Economically Disadvantaged	29/28%	32/30%	33/31%
	Students With Disabilities	5/5%	3/3%	5/5%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32/31%	52/49%	71/66%
	Economically Disadvantaged	13/13%	27/25%	41/38%
	Students With Disabilities	4/4%	5/5%	9/8%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	31	51	48	33	52	50	15				
ELL	45			59							
BLK	43	50	27	38	57	42	31				
HSP	50	57		43	65		20				
MUL	66	82		53	73						
WHT	62	64	64	58	79	73	55				
FRL	56	61	53	46	65	50	47				
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	29	51	48	32	50	46	19				
ELL	40	50		33	40						
BLK	35	41	29	44	57	41	31				
HSP	54	50	58	51	64	59	33				
MUL	81	71		62	62						
WHT	61	69	63	68	71	51	62				
FRL	55	61	52	57	66	49	45				
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	28	43	45	25	44	38	24				
ELL	23			31							
BLK	35	48	53	47	65	35	13				
HSP	50	51	44	48	48	27	38				
MUL	63	57		62	48						
WHT	62	57	38	66	71	57	56				
FRL	50	51	45	55	66	47	44				

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	59
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	64
Total Points Earned for the Federal Index	475

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	41
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	47
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	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	65
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	55
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?

Trends emerging across grade levels indicate stronger ELA growth in 1st and 2nd grades, as determined by iReady progress monitoring data throughout the year. Proficiency percentages increased by 40% in these grade levels, and the average increase across other grade levels was only 20%. In Math, all grade levels increased proficiency percentages similarly, ranging from a 27% to 39% increase, with 3rd grade having the largest growth in the percentage of students proficient in math (39%).

ELA iReady progress monitoring subgroup data trends indicate the largest proficiency increases among our Economically Disadvantaged Students or FRL (24% in 1st, 21% in 2nd and 16% in 3rd), followed by our Students With disabilities or SWD subgroup (12% in 2nd and 6% in 1st). Math iReady progress monitoring subgroup data trends also indicate the greatest proficiency percentage growth among our FRL students (23% in 3rd, 20% in 5th, and 25% in 6th), followed by our SWD subgroup (8% in 2nd and 11% in 3rd). Our Black/African American (BLK) and English Language Learner (ELL) subgroup populations are significantly underperforming with less than 3% proficiency percentage growth in both ELA and Math in all grade levels.

State assessment data (FSA) data trends from 2019 to 2021 indicated no growth in ELA (59% achievement in 2019 and 59% 2021) and the largest decline in overall Math achievement (63% in 2019 to 53% in 2021). Sixth grade was the only grade level to demonstrate FSA gains in both ELA and Math from 2019.

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

Progress monitoring and state assessment data indicate the greatest need for improvement in the areas of ELA and Math with an additional emphasis on increasing proficiency rates of our SWD, BLK, and ELL subgroup population of students in both subject areas. Our FRL subgroup made significantly more gains in proficiency percentages than our SWD, BLK, and ELL students. iReady Progress Monitoring data shows the average increase of proficiency levels in ELA for our FRL subgroup of students was 15%, and the average increase for our SWD, BLK, and ELL subgroups is significantly below this, with the average being 5% or less in each subgroup. This same data point holds true for math as well.

State assessment data also indicates the greatest need for improvement in the areas of ELA and Math. From 2019 to 2021, overall ELA proficiency did not change, and Sunrise saw a decline of 10 percentage points in overall Math achievement (63% proficiency in 2019 to 53% proficiency in 2021). In addition, proficiency in 5th grade science also declined from 56% in 2019 to 49% in 2021. This demonstrates a need to improve Science achievement as well.

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

There are multiple contributing factors to this need for improvement. The greatest from this past school year was the Covid-19 virus and the effects it has had on our students' instruction and learning experiences. Nearly 200 students at Sunrise attended school last year via virtual platform. For various reasons, this method of instruction was not ideal for most of our eLearning students. In addition, mandatory student quarantines was a large barrier to students receiving quality instruction. Although eLearning was available last year for quarantined students, the difficulties associated with virtual learning inhibited maximum student learning and success. In addition to the barriers presented by the virus, other factors contribute to our need for improvement in ELA, Math, and within our SWD, ELL, and Black subgroup population of students. These factors include the following: instruction that does not meet the full intent and depth of the standard, limited student engagement strategies, use of low-level instructional tasks, limited intervention support for low performing students due to a stationary model (Covid mitigation), new implementation of our inclusion model of instruction, and limited access to grade level instruction and materials for underperforming students. Many new actions are needed to address this need for improvement. The greatest action needed is for our instructional staff to share the collective belief that these contributing factors greatly inhibit our students' growth and success and to take actions necessary to make improvements. In addition, providing continuous feedback on instructional practices with follow-up and progress monitoring observations is critical.

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

iReady Progress Monitoring data indicates the strongest growth in the content area of Math across all grade levels. The percentage of students achieving proficiency in Math increased in grades 2nd through 6th by at least 31%. In ELA, with the exception of the stronger growth seen in 1st and 2nd grades (40% increase in proficiency), percentages in grades 3rd through 6th did not increase more than 25%.

Although FSA data shows a decline in overall math achievement from 2019 to 2021 by 10 percentage points, the greatest growth was demonstrated in the areas of overall Math Learning Gains (68% in 2019 to 73% in 2021) and in Math Learning Gains for the Lowest 25% of students (51% in 2019 to 60% in 2021). These areas generally tap into the FRL and SWD population of students, and these two subgroups did demonstrate the most growth in Math proficiency on our iReady Progress Monitoring throughout the year.

In addition, our 6th grade team demonstrated the most growth in both ELA and Math on the state assessment. In ELA, proficiency increased from 63% in 2019 to 67% in 2021. In Math, proficiency increased from 71% in 2019 to 73% in 2021. This was the only grade level that did not demonstrate regression from 2019.

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

One area of strong focus in our 2020-21 Schoolwide Improvement Plan was to increase Math proficiency, including increasing math proficiency for our SWD, BLK, and ELL population of students. Although our overall Math proficiency declined, we saw significant improvements in Math Learning Gains, especially with our lowest performing students. Many of our lowest performing students fall into one or more of these subgroups. Our Sunrise team worked hard implementing our 20-21 SIP with fidelity, so we believe many of these action steps facilitated improvement in these areas. High impact 20-21 action steps include: creating student schedules to promote inclusive, push-in services; facilitating continuous observation and feedback opportunities to ensure standards aligned instruction; engaging teachers in professional development focused on high-yield instructional strategies, providing academic support services to underperforming students, upholding commitment to using standards aligned instructional materials, analyzing grade level and student data during grade level meetings (Tribe Meetings), and facilitating a team-based approach, with administration present, to support students' needs (MTSS).

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

Accelerated learning may sound like a method for speeding through lessons to cover everything students didn't learn in previous grades. It's not. Accelerated learning does not look back. It moves kids forward to tackle grade-level content, providing them with help when they need it. It's not "just-in-case" remediation. It's "just-in-time" scaffolding. Strategies that will be implemented to accelerate learning include scaffolding supports to provide students access to grade level curriculum, use of text sets and vocabulary previewing, small group instruction, audio supports for students to access text, collaborative structures for student talk and discussion, hands-on learning experiences, graphic organizers and writing frames, and use of technology to aid in grade level material access. Professional development on the concept of accelerated learning will also be provided to teachers and administration, including reading and discussion of professional articles on the topic.

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 opportunities will be provided at the school to support teachers and leaders on the contributing factors and strategies identified to accelerate learning. Job embedded professional development with the use of the coaching cycle, collaborative discussions, classroom walkthroughs and feedback will be completed regularly. Professional development will be provided to teachers on the implementation of acceleration with the use of the ELA Benchmark and Savaas curriculum. Professional development on accelerative learning strategies will be provided to teachers twice a month in grade level meetings. Sunrise will also invite district experts to provide staff development in support a variety of students needs to include autism strategies, accelerated learning for high achieving and gifted students, ESOL strategies, and science.

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

We will ensure sustainability of improvement in the next year and beyond by making these important pieces of instructional practices part of our belief system and natural order of teaching and learning. Practices of coaching, observation, feedback, progress monitoring, data chats, and professional development implementation follow-up will support us with this. We will identify members of our staff to track and monitor the progress as we collectively work towards these improvements. We will reevaluate our data and reflect to determine modifications that need to be made that will result in continued improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

2021 FSA ELA data shows 59% of Sunrise students performing at proficiency (Level 3 and above) compared to the state average of 52% and the district average of 57%. In addition, data analysis reveals a strong need to continue a focus on improvement of core instruction in English Language Arts across all grade levels. ELA iReady Diagnostic 1 for grades 1 through 6 taken September 2021 indicates 40%, less than half of our students at Sunrise are currently performing on or above level in ELA. 44% of students are below level and 17% of students are well below level in ELA. Although Sunrise students are currently performing comparable to the district average in ELA on a school-wide scope, about 60% of our students (the majority) are performing 1 year or more below grade level. Only 47% of third grade students scored in the proficiency range on the 2021 ELA FSA, thus qualifying Sunrise as a RAISE school (Reading Achievement Initiative for Scholastic Excellence). This indicates a strong need to improve our overall core instructional practices in ELA. Research states, most Response to Intervention (RTI) frameworks presume the core program is meeting about 80 to 90 percent of students' learning needs. From this perspective, schools with fewer than 75 percent of students at or above grade level proficiency have a core program issue. Previous FSA trend data also shows proficiency below 75% in ELA. This is the rationale for our basis of working to improve our core instructional program in ELA.

Measurable Outcome:

Sunrise will increase on grade level ELA proficiency by 5%, from 59% to 64% on the Florida Standards Assessment for all students in grades 3-6 by the end of the 2021-2022 school year.

Monitoring:

This Area of Focus will be monitored throughout the year using the following measures:
 *iReady Diagnostic Growth (3 times per year) in Reading
 *iReady Standards Mastery Assessments in Reading (2nd-6th)
 *Write Score Writing Assessments (4th-6th) (T)

Person responsible for monitoring outcome:

Janene Jost (jost.janene@brevardschools.org)

Evidence-based Strategy:

Overall ELA performance will improve through implementation of the evidence-based professional practices of continuous observation and feedback, including peer feedback. Establishing a culture of professional practice with observation and feedback as an essential and valued piece, provides the platform from which teachers build awareness about their own and their peers' practices and promotes sharing of insights and ideas. The big idea behind implementing the practice of feedback stretches beyond improving instructional practices. Feedback sparks rich professional dialogue between teachers, colleagues, and administrators and contributes to a culture of continued school improvement. In addition, the following high quality ELA curriculum for Tier I (Core) instruction is on the 2021 approved Florida Instructional Materials Adoption list and will be implemented at Sunrise Elementary School:
 Florida Benchmark Advance 2022 (K-5) ©2022, Florida Edition
 myPerspectives Florida English Language Arts Grade 6, ©2022, 1st Edition

Rationale for Evidence-based Strategy:

Schools that incorporate routine observation and feedback into their professional development framework benefit from creating a culture of improvement, a culture in which challenges and expertise are shared in a collaborative manner. The benefits associated with frequent classroom observations include enhancing student outcomes by improving the quality of teachers through feedback on practice and identifying strengths and weaknesses for individual teachers as well as taking active steps towards improving upon

them.

Implementation of high quality ELA instructional materials with fidelity will support the explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension. High-quality reading instruction requires that teachers understand more than simply what to teach. Collaborative planning for instruction and use of high quality instructional materials will support teachers to understand how to identify their students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs.

Action Steps to Implement

Administration will conduct routine classroom walk-throughs for the purpose of observing instruction, collecting evidence and data on instructional practices, and providing explicit feedback to teachers. A common "Look For" tool will be utilized during walk-throughs. The Instructional Practice Look For tool will encompass areas of focus which are current barriers to student growth and achievement:

- strategies for authentic student engagement
- high level/complex/challenging tasks, problems, and questions
- grade level content during core instruction
- use of research-based/vetted curriculum resources that are aligned to the standard
- students doing the work and thinking of the lesson
- standards aligned instruction
- evidence of accelerated learning concepts

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Teachers will participate in classroom walk-throughs/peer observations for the purpose of observing instruction, collecting evidence and data on instructional practices, and providing explicit feedback to peers (grade-level feedback). Five sessions of these peer walk-throughs with the leadership team have been scheduled for 10/14, 11/15, 12/8, 1/26, and 3/3. Each teacher will participate in one session of walk-throughs and will be an observed teacher/classroom for the other four sessions. Observers will use the common Instructional Practice Look For tool during walk-throughs.

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Administration will meet monthly with teachers for individual data chats to review student progress in ELA with an emphasis on the progression of the lowest 25%.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Utilize two intervention teachers to support ELA intervention for students performing below grade level. Both intervention teachers will be Reading Endorsed. (T) Intervention teachers will facilitate Tier II and Tier III groups with progress monitoring and documentation. Teams will adjust student intervention groups as needed and continue to follow MTSS protocol to support students' individual needs.

Person Responsible Carmen Elliott (elliott.carmen@brevardschools.org)

Purchase and implement Fountas and Pinnell Level Literacy Intervention (LLI) program in grades K-5 to support reading intervention for all below grade level students. (T)

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Purchase and use of Write Score assessments to support writing (ELA) instruction and feedback for students and teachers in grades 4-6. (T)

Person Responsible Carmen Elliott (elliott.carmen@brevardschools.org)

Allocate time to facilitate vertical team planning during pre-planning and once per semester. Each session of vertical team planning will have a post follow-up session in which information learned and ideas shared will be presented to grade level teams.

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Teachers will support students in setting appropriate goals and monitoring progress towards these goals. Teachers will conduct data chats with students on a monthly basis regarding the progression toward these goals. Teachers will bring evidence to support this work to scheduled Tribes (grade level meetings).

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Professional Development will be provided on designated early release Fridays and during each Tribe (grade level meeting). Professional development topics include the following: Accelerated Learning, J.H. Visible Learning Strategies, engagement strategies, ESE specialized training, Conscious Discipline, and training on how to improve Math instruction.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Sunrise administration and the literacy coach will analyze and monitor iReady pass and usage rate percentages and provide acknowledgement for meeting expectations within Reading and Math. Students will be recognized for their efforts and achievement with PBIS charms (Sunrise Standard of Working Hard) and tickets to enter drawings to participate in monthly iReady Success Celebrations. Teachers will be provided with small rewards for their efforts as well. Top performing classes will be announced by administration and the literacy coach and recognized with award certificates each week on WSUN (morning news).

Person Responsible Carmen Elliott (elliott.carmen@brevardschools.org)

The literacy coach will assist with the new ELA curriculum implementation, providing instructional coaching for new teachers, participate in observation and feedback via classroom walkthroughs, and facilitate ELA data talks, and provide intervention facilitation support.

Person Responsible Carmen Elliott (elliott.carmen@brevardschools.org)

Teachers will use iReady assessment data and common grade level assessment data to drive instruction and provide reteaching and enrichment opportunities for students. Curriculum Associates will provide professional learning on using the program and understanding various reports that are available.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Teachers in grades K-6 will schedule time each week to collaboratively plan, ensuring instructional commonality across the grade level.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

The Sunrise Title I program will support family engagement in various ways:
 -Use of Smore school-wide communication newsletters with easy translations ability for communication to all families. (T)
 -Family Engagement Events, 1 per semester (ELA/SS and Math/Science). (T)

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

The Academic Support Program will provide supplemental instruction for students not currently receiving tiered intervention support. A certified teacher will provide instruction during the school day to students supported by ASP in ELA and Math.

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Sunrise will facilitate a strong teacher mentorship program to support all new teachers through their first few years of teaching. Each new teacher will receive a trained Sunrise teacher mentor. Each partnership will participate in observation/feedback and planning sessions as needed as well as attending mentor program meetings, facilitated by Sunrise lead teacher mentor, Tanya Brown.

Person Responsible Tanya Brown (brown.tanya@brevardschools.org)

SIP Progress Monitoring will be facilitated by school administration to ensure continuous movement toward meeting school goals. Areas of concern will be discussed with the school leadership team and Sunrise director for immediate adjustment and improvement action steps.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

2021 FSA Math data shows 53% of Sunrise students performing at proficiency (Level 3 and above) compared to the state average of 51% and the district average of 57%. Data analysis reveals a strong need to continue a focus on improvement of core instruction in Math across all grade levels. Math iReady Diagnostic 1 for grades 1 through 6 taken September 2021 indicates only 18% of our students at Sunrise are currently performing on or above level in Math. 63% of students are below level and 19% of students are well below level in Math. Sunrise students are currently performing below the district average in Math on a school-wide scope, 82% of our students (an overwhelming majority) are performing 1 year or more below grade level. This indicates a strong need to improve our overall core instructional practices in Math. Research states, most Response to Intervention (RTI) frameworks presume the core program is meeting about 80 to 90 percent of students' learning needs. From this perspective, schools with fewer than 75 percent of students at or above grade level proficiency have a core program issue. Previous FSA trend data also shows proficiency below 75% in Math. This is the rationale for our basis of working to improve our core instructional practices in Math.

Measurable Outcome:

Sunrise will increase on grade level Math proficiency by 5%, from 53% to 58% on the Florida Standards Assessment for all students in grades 3-6 by the end of the 2021-2022 school year.

Monitoring:

This Area of Focus will be monitored throughout the year using the following measures:
 *iReady Diagnostic Growth (3 times per year) in Math
 *iReady Standards Mastery Assessments in Math (grades 2nd to 6th)

Person responsible for monitoring outcome:

Tina Isaacs (isaacs.tina@brevardschools.org)

Evidence-based Strategy:

Overall Math performance will improve through implementation of the evidence-based professional practices of continuous observation and feedback, including peer feedback. Establishing a culture of professional practice with observation and feedback as an essential and valued piece, provides the platform from which teachers build awareness about their own and their peers' practices and promotes sharing of insights and ideas. The big idea behind implementing the practice of feedback stretches beyond improving instructional practices. Feedback sparks rich professional dialogue between teachers, colleagues, and administrators and contributes to a culture of continued school improvement.

Rationale for Evidence-based Strategy:

Schools that incorporate routine observation and feedback into their professional development framework benefit from creating a culture of continual improvement. A culture in which challenges, ideas, and expertise are shared in a collaborative manner and barriers around teacher improvement are broken down. Some of the many benefits associated with frequent classroom observations include:
 -Enhancing student outcomes by improving the quality of teachers through feedback on practice
 -Identifying strengths and weaknesses for individual teachers as well as taking active steps towards improving upon them
 -Enhancing teacher knowledge of effective professional learning
 -Learning through experience: teachers who perform observations learn and are inspired by other teachers' practices
 -Providing opportunities to discuss challenges and successes with trusted colleagues

-Building a community of trust through opening classroom practice to a wider audience
Contributing to the collective efficacy of the whole school

Action Steps to Implement

Administration will conduct routine classroom walk-throughs for the purpose of observing instruction, collecting evidence and data on instructional practices, and providing explicit feedback to teachers. A common "Look For" tool will be utilized during walk-throughs. The Instructional Practice Look For tool will encompass areas of focus which are current barriers to student growth and achievement:

- strategies for authentic student engagement
- high level/complex/challenging tasks, problems, and questions
- grade level content during core instruction
- use of research-based/vetted curriculum resources that are aligned to the standard
- students doing the work and thinking of the lesson
- standards aligned instruction
- evidence of accelerated learning concepts

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Teachers will participate in classroom walk-throughs/peer observations for the purpose of observing instruction, collecting evidence and data on instructional practices and providing explicit feedback to peers (grade-level feedback). Five sessions of these peer walk-throughs with the leadership team have been scheduled for 10/14, 11/15, 12/8, 1/26, and 3/3. Each teacher will participate in one session of walk-throughs and will be an observed teacher/classroom for the other four sessions. Observers will use the common Instructional Practice Look For tool during walk-throughs.

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Administration will meet monthly with teachers for individual data chats to review student progress in Math with an emphasis on the progression of the lowest 25%.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Create 30 minutes of math intervention in K-6 student schedules to increase math instructional time from 60 to 90 minutes.

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Utilize two intervention teachers to support Math intervention for students performing below grade level. (T) Intervention teachers will facilitate Tier II and Tier III groups with progress monitoring and documentation. Teams will adjust student intervention groups as needed and continue to follow MTSS protocol to support students' individual needs.

Person Responsible Carmen Elliott (elliott.carmen@brevardschools.org)

Utilize an Instructional Assistant to support Math growth and achievement by utilizing iReady instructional lesson supports and student goal setting. (T)

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Teachers will support students in setting appropriate goals and monitoring progress towards these goals. Teachers will conduct data chats with students on a monthly basis regarding the progression toward these goals. Teachers will bring evidence to support this work to scheduled Tribes (grade level meetings).

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Allocate time to facilitate vertical team planning during pre-planning and once per semester. Each session of vertical team planning will have a post follow-up session in which information learned and ideas shared will be presented to grade level teams.

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Professional Development will be provided on designated early release Fridays and during each Tribe (grade level meeting). Professional development topics include the following: Accelerated Learning, J.H. Visible Learning Strategies, engagement strategies, ESE specialized training, Conscious Discipline, and training on how to improve Math instruction.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Sunrise administration and the literacy coach will analyze and monitor iReady pass and usage rate percentages and provide acknowledgement for meeting expectations within Reading and Math. Students will be recognized for their efforts and achievement with PBIS charms (Sunrise Standard of Working Hard) and tickets to enter drawings to participate in monthly iReady Success Celebrations. Teachers will be provided with small rewards for their efforts as well. Top performing classes will be announced by administration and the literacy coach and recognized with award certificates each week on WSUN (morning news).

Person Responsible Carmen Elliott (elliott.carmen@brevardschools.org)

Teachers will use iReady assessment data and common grade level assessment data to drive instruction and provide reteaching and enrichment opportunities for students. Curriculum Associates will provide professional learning on using the program and understanding various reports that are available.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

The Sunrise Title I program will support family engagement in various ways:
 -Use of Smore school-wide communication newsletters with easy translations ability for communication to all families. (T)
 -Family Engagement Events, 1 per semester (ELA/SS and Math/Science). (T)

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Sunrise will facilitate a strong teacher mentorship program to support all new teachers through their first few years of teaching. Each new teacher will receive a trained Sunrise teacher mentor. Each partnership will participate in observation/feedback and planning sessions as needed as well as attending mentor program meetings, facilitated by Sunrise lead teacher mentor, Tanya Brown.

Person Responsible Tanya Brown (brown.tanya@brevardschools.org)

SIP Progress Monitoring will be facilitated by school administration to ensure continuous movement toward meeting school goals. Areas of concern will be discussed with the school leadership team and Sunrise director for immediate adjustment and improvement action steps.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

2021 state assessment Science data shows 49% of Sunrise students performing at proficiency (Level 3 and above) compared to the state average of 47% and the district average of 52%. In 2019, state assessment Science data showed 56% of Sunrise students performing at proficiency. Therefore, fifth grade student proficiency on the state science assessment declined by 7% within two years. This data analysis reveals a strong need to continue a focus on improvement of science instruction across all grade levels.

Measurable Outcome:

Sunrise will increase on grade level Science proficiency by 5%, from 49% to 54% on the Florida Standards Assessment for students in grade 5 by the end of the 2021-2022 school year.

Monitoring:

This Area of Focus will be monitored throughout the year using the following measures:
*district created formative science assessments

Person responsible for monitoring outcome:

Tina Isaacs (isaacs.tina@brevardschools.org)

Evidence-based Strategy:

Sunrise will improve science achievement performance by utilizing the evidence-based strategy of executing data-driven practices and decisions and incorporating best practices of science instruction, including hands-on exploration. The key action in our area of focus is "using data driven decisions to inform effective standards-aligned instruction."

Rationale for Evidence-based Strategy:

When this strategy is implemented well, it has the ability to greatly improve instruction, thus positively impacting student achievement. This strategy helps educators change the focus from "what was taught" to "what was learned." Data-driven practices and decisions guide educators practices towards improvement by assessing the students' understanding of the standards taught, analyzing their work to identify gaps in their understanding, and acting to reteach the content to close gaps of misunderstanding. These key learnings will help our Sunrise community of educators move to making continuous instructional decisions based on current student achievement and lesson mastery data.

Action Steps to Implement

Teachers will use the 5E Model to facilitate science instruction throughout the year. The 5E Model encompasses the practices of Engage, Explore, Explain, Extend, Evaluate.

Person Responsible

Tina Isaacs (isaacs.tina@brevardschools.org)

Teachers will incorporate the Brevard Public School formative science assessments throughout the school year to inform instructional practices. Assessment results and student progress will be discussed during quarterly teacher/administration data chat meetings.

Person Responsible

Tina Isaacs (isaacs.tina@brevardschools.org)

Professional Development will be provided during a scheduled Tribes (grade level meetings). Professional development topics include the following: implementing the 5E Model of science instruction, best practices within science instruction, utilizing formative science assessments to drive instruction

Person Responsible

Janene Jost (jost.janene@brevardschools.org)

Hands-on science materials will be organized and placed in the school-wide common area of the Sunrise Science Lab. Teachers in all grade levels will plan and implement one hands-on, inquiry-based lesson for each unit of study.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Penda Science will be used as a supplemental resource/instructional tool for students in grades 4-6th. This software subscription was purchased by Brevard Public Schools.

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

The Sunrise Title I program will support family engagement in various ways:
-Use of Smore school-wide communication newsletters with easy translations ability for communication to all families. (T)
-Family Engagement Events, 1 per semester (ELA/SS and Math/Science). (T)

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

SIP Progress Monitoring will be facilitated by school administration to ensure continuous movement toward meeting school goals. Areas of concern will be discussed with the school leadership team and Sunrise director for immediate adjustment and improvement action steps.

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

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

Area of Focus Description and Rationale:

ELA and Math iReady progress monitoring subgroup data trends indicate our low performing SWD, ELL, and BLK students are not attaining proficiency levels by the end of the school year. The percentage of these students attaining proficiency is far below the percentage of students not falling within these subgroups.

In ELA, the largest proficiency increases among our Economically Disadvantaged Students or FRL (24% in 1st, 21% in 2nd and 16% in 3rd), followed by our Students With disabilities or SWD subgroup (12% in 2nd and 6% in 1st). Math iReady progress monitoring subgroup data trends also indicate the greatest proficiency percentage growth among our FRL students (23% in 3rd, 20% in 5th, and 25% in 6th), followed by our SWD subgroup (8% in 2nd and 11% in 3rd). Our Black/African American (BLK) and English Language Learner (ELL) subgroup populations are significantly underperforming with less than 3% proficiency percentage growth in both ELA and Math in all grade levels. 2021 FSA data indicates our ESSA subgroup population of students are making slow progress, but this is not equitable proficiency progress across all grade levels. In 2019, Sunrise had 3 subgroups of students performing below the benchmark of 41% on the ESSA Federal Index: Students With Disabilities, English Language Learners, and Black/African American Students. Our 2021 FSA data shows slight achievement proficiency improvement, and our ELL and Black/African American subgroups have met the minimum target of 41%. This was a one of our school improvement goals for the 20-21 school year. Our SWD subgroup increased but is currently at 40%, one percentage point away from the minimum target.

Measurable Outcome:

Sunrise will increase (or maintain) on grade level proficiency for students in grades 3-6 within the SWD subgroup, the Black/African American subgroup, and the ELL subgroup to 41% on the Florida Standards Assessment by the end of the 2021-2022 school year. 41% is the Federal Index performance benchmark as outlined by ESSA (Every Students Succeeds Act). In addition, students in the Lowest 25% subgroup will improve proficiency in ELA and Math by 5%. This will move Lowest 25% ELA proficiency from 53% to 58% and Lowest 25% Math proficiency from 60% to 65%.

Monitoring:

This Area of Focus will be monitored throughout the year using the following measures:
 *iReady Diagnostic Growth (3 times per year) in Reading and Math
 *iReady Standards Mastery Assessments in Reading and Math (grades 2nd to 6th)

Person responsible for monitoring outcome:

Carmen Elliott (elliott.carmen@brevardschools.org)

Evidence-based Strategy:

Overall performance in ESSA subgroups will improve through implementation of a strong Multi-Tiered System of Supports for students. MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the “whole child.” That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism.

Rationale for Evidence-based Strategy:

MTSS is a proactive approach that has very specific key elements:
 -Universal screening for all students early in each school year
 -Increasing levels of targeted support for those who are struggling
 -Integrated plans that address students’ academic, behavioral, social, and emotional needs
 -A schoolwide approach to student support, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions.
 -Professional development so staff can provide interventions and monitor progress effectively
 -Family involvement so parents and caregivers can understand the interventions and give

support at home

- Frequent monitoring of students' progress to help decide if they need more interventions
- The use of evidence-based strategies at every tier of support

Action Steps to Implement

Utilize two intervention teachers to support ELA and Math intervention for students within the SWD, ELL, and Black subgroups who are performing below grade level. Both intervention teachers will be Reading Endorsed. (T) Intervention teachers will facilitate Tier II and Tier III groups with progress monitoring and documentation. Teams will adjust student intervention groups as needed and continue to follow MTSS protocol to support students' individual needs.

Person Responsible Carmen Elliott (elliott.carmen@brevardschools.org)

Sunrise will facilitate tiered student intervention through the use of high-quality, evidence-based instructional materials. Sunrise will purchase some of these materials and some will be provided through the High Quality Reading Materials grant. Fountas and Pinnell Level Literacy Intervention (LLI) program in grades K-5 will be purchased to support reading intervention for students within subgroups who are performing below grade level. (T) The High Quality Reading Materials Grant will support student ELA needs in the areas of phonological awareness/phonics Intervention, fluency, language/comprehension, and language based instruction around the science of reading (Lexia Grade 2 and 3-Tier 2/3, Grades 4-6 Lv. 1 and 2).

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

Administration will meet monthly with teachers for individual data chats to review student progress with an emphasis on the progression of students falling within underperforming subgroups, including Students with Disabilities (SWD), English Language Learners (ELL), and Black/African American Students (BLK).

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Instructional Leaders will facilitate bi-monthly MTSS meetings as the key people responsible for coordinating a strong system of supports for students and ensuring the progress of students falling within subgroups are carefully monitored and making learning gains.

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Administration will meet monthly with teachers for individual data chats to review student progress in ELA and Math with an emphasis on the progression of the lowest 25%. All data chats and reviews will be inclusive of reviewing ESSA focus subgroup categories (SWD, ELL, BLK).

Person Responsible Janene Jost (jost.janene@brevardschools.org)

Teachers will use iReady assessment data and common grade level assessment data to place low performing students in Tiered intervention groups. Students needing the most intensive supports will be instructed by a teacher with reading endorsement.

Person Responsible Carmen Elliott (elliott.carmen@brevardschools.org)

Teachers in grades K-6 will schedule time each week to collaboratively plan, ensuring instructional commonality across the grade level. ESE resource teachers will work collaboratively with support-facilitated general education teachers to ensure lessons meet the needs of students falling within the SWD subgroup.

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

SIP Progress Monitoring will be facilitated by school administration to ensure continuous movement toward meeting school goals. Areas of concern will be discussed with the school leadership team and Sunrise director for immediate adjustment and improvement action steps.

Person Responsible Tina Isaacs (isaacs.tina@brevardschools.org)

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.

In the 2019-20 school year, Sunrise Elementary reported 0.3 incidents per 100 students. This rate is less than the statewide elementary rate of 1.0 incidents per 100 students, according to the Florida School Safety Dashboard, and places Sunrise into the low (green) category of concern. Compared to discipline data across the state of Florida, Sunrise Elementary School has a high rate of reported student suspensions. In the 2019 school year, suspensions per 100 students: 5.1. There were a total of 21 in school and 20 out of school suspensions. Sunrise Elementary is a model Positive Behavior Intervention Support school, and this support and belief system is aiding the school in reducing the amount of school suspensions. In addition, teachers are receiving Conscious Discipline professional development which educates them on the causes of challenging student behaviors and how to properly respond and support students through these difficult moments.

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.

Sunrise Elementary is a Positive Behavioral Intervention Support Model School and received the Bronze award for the 2019-20 school year and the Resilience Award for the 2020-2021 school year. The innovative PBIS strategies that promote equitable disciplinary outcomes are making sure the classroom rules and standards are linked to our expectations which are taught with fidelity and consistency by all Sunrise shareholders. School standards are displayed in all classrooms and throughout the school (e.g. hallways,

cafeteria, media center, front office). Students are provided with tools to promote positive behavior such as token economy, positive behavior referrals, and school-wide recognition for positive achievements. Parents are provided with information and support to implement the standards at home to aid in generalization of standards across all settings. The Sunrise Administrative team meets with each grade level once per semester to provide another layer of instruction in the PBIS Sunrise Standards (Be Safe, Work Hard, Be Kind). Administrators remind students what these expectations look like within different areas of the school such as the classroom, hallways, cafeteria, playground, and bus. Through these meetings, administration is able to support the PBIS shared, common Sunrise Standard language. This strong system of positive behavior intervention support contributes to our positive school culture, as evidenced by the 2021 student (Youth Truth), parent (BPS Parents Survey), and teacher survey (Insight).

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

Sunrise parents, students, teachers, staff, business partners, and community members all take an active role in promoting a positive culture and environment within our school community. Teachers and staff teach, students learn and model, parents reinforce, and community members support the Sunrise Standards of Work Hard, Be Safe, Be Kind, as explained above. Sunrise Elementary has a very positive culture and environment, and this stems from all stakeholders sharing in our core mission of educating children: The Sunrise family of students, parents, teachers, and staff will strive for a new beginning of excellence for every child every day.

Sunrise teachers and staff members understand the importance of academic and social achievement. They take responsibility for teaching students academics, as well as strong values and important life skills. Teachers, staff, and parents work together in partnership to provide students with the best educational experience possible. Parents support continuing education in the home environment when possible and strive to keep open communication with the school. Community members and business partners positively contribute to the Sunrise community by sharing resources, promoting school spirit events, and encouraging on-going partnering in support of the school mission. Celebration and recognition is a critical aspect of positive school culture. There are many opportunities for students' achievements and successes to be recognized. Some examples include quarterly awards, positive office referrals, weekly iReady lesson achievements, and student of the month awards in literacy and math. Teachers and staff members are recognized with personalized weekly shout outs for going above and beyond in their roles to make a positive impact within our school community. In addition, four teachers/staff members are selected by administration each month to receive the Sensational Sea Turtle Award- a honorary award for employees demonstrating outstanding work ethic, values, leadership, and exemplary educational beliefs and actions.