

Brevard Public Schools

Sunrise Elementary School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 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	2021-22: B (57%) 2018-19: B (59%) 2017-18: B (54%)
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	ATSI
* 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

1651 MARA LOMA BLVD SE, Palm Bay, FL 32909

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Reviewed 2022

Provide the school's vision statement.

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

Reviewed 2022

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Jost, Janene	Principal	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. Mrs. Jost also the Chair of the Sunrise Leadership Team, attends PBIS team meetings each month, and serves on the Sunrise Literacy Leadership Team.
Isaacs, Tina	Assistant Principal	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 is the school curriculum contact and assures teachers and students have standards-aligned and board approved instructional resources. She facilitates professional development for teachers and clearly communicates school improvement action steps and goals to all stakeholders. Mrs. Isaacs is the Co-chair of the Sunrise Leadership Team, supports the Family Engagement Committee, and she attends monthly SAC and PTO meetings.
Hamelin, Jamie	Teacher, K-12	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 as Chair. She also serves on the Sunrise school leadership team and maintains a positive outlook toward school improvement efforts. Mrs. Hamelin is an instructional peer coach and assists colleagues with implementing school improvement action steps with fidelity.
Elliott, Carmen	Reading Coach	As the literacy coach, Mrs. Elliott is responsible for providing instructional support to teachers in the realm of English Language Arts. She

Name	Position Title	Job Duties and Responsibilities
		thoroughly understands the English 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. She also serves as the chair of our school's Literacy Leadership Team.
Hoolihan, Christina	Teacher, ESE	Mrs. Hoolihan is an Exceptional Student Education Resource teacher and a teacher leader. She is responsible for collaborating with school administrators, teachers, and parents to assist in school improvement decision making. Mrs. Hoolihan serves on the Sunrise school Leadership Team and maintains a positive outlook toward school improvement efforts. Mrs. Hoolihan assists colleagues with implementing school improvement action steps with fidelity. She also serves on our PBIS Team and is the Chair of our Sunrise Math & Science Committee.
TobinWoodward, Stacey	Teacher, K-12	Mrs. Woodward is a sixth grade teacher, our Sunrise Positive Behavior Intervention Support (PBIS) coach, and teacher leader. She is responsible for collaborating with school administrators, teachers, and parents to assist in school improvement decision making. Mrs. Woodward serves on the Sunrise school Leadership Team and maintains a positive outlook toward school improvement efforts. Mrs. Woodward assists colleagues with implementing school improvement action steps with fidelity. She also serves on our Sunrise Literacy Leadership team.
Orcutt, Susan	Teacher, ESE	Mrs. Orcutt is a Speech Language Pathologist (SLP) and a teacher leader. She is responsible for collaborating with school administrators, teachers, and parents to assist in school improvement decision making. Mrs. Orcutt is a strong ESE liaison and advocate for students. Mrs. Orcutt serves on the Sunrise school Leadership Team and maintains a positive outlook toward school improvement efforts. Mrs. Orcutt assists colleagues with implementing school improvement action steps with fidelity, and she is an active member of our Sunrise PBIS team.
King, Dashe	Teacher, ESE	Ms. King is an Exceptional Student Education teacher and a teacher leader. She is responsible for collaborating with school administrators, teachers, and parents to assist in school improvement decision making. Ms. King serves on the Sunrise school Leadership Team and maintains a positive outlook toward school improvement efforts. Ms. King assists colleagues with implementing school improvement action steps with fidelity. Ms. King is also a member of our PBIS team and the school Social Emotional Learning (SEL) Committee.

Name	Position Title	Job Duties and Responsibilities
Reynolds, Dani	Teacher, K-12	Mrs. Reynolds is a fourth grade teacher and our Sunrise Volunteer Coordinator. She is responsible for collaborating with school administrators, teachers, and parents to assist in school improvement decision making. Mrs. Reynolds serves on the Sunrise school Leadership Team and maintains a positive outlook toward school improvement efforts. Mrs. Reynolds assists colleagues with implementing school improvement action steps with fidelity. She is also a member of the Sunrise Social Emotional Learning (SEL) Committee.
Drawdy, Bianca	Teacher, K-12	Mrs. Drawdy is a fourth grade teacher and teacher leader. She is responsible for collaborating with school administrators, teachers, and parents to assist in school improvement decision making. Mrs. Drawdy serves on the Sunrise school leadership team and maintains a positive outlook toward school improvement efforts. Mrs. Drawdy assists colleagues with implementing school improvement action steps with fidelity. She also spearheads and coordinates our family engagement events at Sunrise, as a member of our Family Engagement Committee.
Scherer, Cayla	Teacher, K-12	Mrs. Scherer is a third grade teacher and teacher leader. She is responsible for collaborating with school administrators, teachers, and parents to assist in school improvement decision making. Mrs. Scherer serves on the Sunrise school Leadership Team and maintains a positive outlook toward school improvement efforts. Mrs. Scherer assists colleagues with implementing school improvement action steps with fidelity. She is also an active member of our Literacy Leadership Team and our Family Engagement Committee.
Godwin, Renee	Teacher, K-12	Ms. Godwin is a fifth grade teacher and teacher leader. She is responsible for collaborating with school administrators, teachers, and parents to assist in school improvement decision making. Ms. Godwin serves on the Sunrise school Leadership Team and maintains a positive outlook toward school improvement efforts. Ms. Godwin assists colleagues with implementing school improvement action steps with fidelity. She also serves on our Math & Science Committee.
Sherman, Gina	Teacher, K-12	Ms. Sherman is a fifth grade teacher, serves on our SAC committee, and she is a teacher leader. Ms. Sherman is responsible for collaborating with school administrators, teachers, and parents to assist in school improvement decision making. Ms. Sherman serves on the Sunrise school Leadership Team and maintains a positive outlook toward school improvement efforts. Ms. Sherman assists colleagues with implementing school improvement action steps with fidelity. She also serves on our Math & Science Committee.

Demographic Information

Principal start date

Monday 7/1/2019, Danielle Kraus S

Number of teachers with a 2022 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 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

765

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	92	109	111	99	99	116	108	0	0	0	0	0	0	734
Attendance below 90 percent	9	22	31	23	23	36	25	0	0	0	0	0	0	169
One or more suspensions	0	2	2	1	0	1	2	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	5	0	3	3	0	0	0	0	0	0	11
Course failure in Math	0	0	0	0	0	3	3	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	26	21	16	0	0	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	32	21	19	0	0	0	0	0	0	75
Number of students with a substantial reading deficiency	1	14	9	14	11	13	9	0	0	0	0	0	0	71

Using the table above, complete the table below with the number of students by current grade level who have 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	2	2	5	0	3	4	0	0	0	0	0	0	16

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	10	2	5	0	0	1	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	1	0	1	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/6/2022

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	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	

The number of students identified as retainees:

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

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	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	

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	61%	56%				59%	62%	57%
ELA Learning Gains	62%						63%	60%	58%
ELA Lowest 25th Percentile	49%						56%	57%	53%
Math Achievement	55%	49%	50%				63%	63%	63%
Math Learning Gains	65%						68%	65%	62%
Math Lowest 25th Percentile	56%						51%	53%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	53%	60%	59%				56%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	64%	-10%	58%	-4%
Cohort Comparison		0%				
04	2022					
	2019	62%	61%	1%	58%	4%
Cohort Comparison		-54%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-62%				
06	2022					
	2019	63%	60%	3%	54%	9%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	61%	-12%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	64%	-2%
Cohort Comparison		-49%				
05	2022					
	2019	64%	60%	4%	60%	4%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	71%	67%	4%	55%	16%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	56%	1%	53%	4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-57%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	45	30	33	46	48	20				
ELL	58	53		47	53						
BLK	38	50	42	29	47	57	20				
HSP	52	51	36	48	59	42	50				
MUL	61	71		78	79		50				
WHT	61	65	52	59	67	61	60				
FRL	49	58	45	46	61	50	45				
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				

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
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 core content areas indicate a trend of consistently dropping. Comparing 2019 state achievement data to 2022 data, no subject content area shows improvement. ELA Achievement dropped by 3%. Math Achievement has dropped by 8%. Science Achievement dropped by 3%. Subgroup trends indicate slow growth in some areas and a drop in other areas within the Students with Disabilities (SWD) population and Black (BLK) population. Since 2019, SWD have shown growth in 4 out of 7 achievement areas. However, it is minimal growth. The major area of focus for our SWD subgroup of students must be the lowest 25% in ELA. This area showed a large decrease of 18% since 2019. The area of ELA Learning Gains is a close second area of focus with a decrease of 6%. Since 2019, our BLK population of students have shown growth in 4 out of 7 achievement areas, with two of these areas showing decent growth (ELA Lowest 25% area with 13% growth and Math Lowest 25% area with 16% growth). The major areas of focus for our BLK subgroup must be Math Achievement, Math Learning Gains, and Science. The English Language Learner (ELL) subgroup showed significant growth since 2019. In 2019, the ELL subgroup showed 40% proficiency, and in 2022 56% of ELL students demonstrated proficiency. This progress leaves Sunrise with two subgroups missing the Federal Index benchmark (SWD & BLK) in 2022 instead of three in 2019.

What data components, based off progress monitoring and 2022 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 core instruction, with an additional emphasis on increasing proficiency rates of our SWD and BLK subgroup population of students in both subject areas and Science. Overall, ELA proficiency among students in our lowest 25th percentile is at 49%, which is the lowest area of achievement for Sunrise. This is a drop of 7% from 2019. Our students with disabilities (SWD) are at 33% proficiency in ELA and 33% in Math. Our black (BLK) students are at 38% proficiency ELA and 29% in Math. These are Sunrise's two lowest performing subgroups in ELA and Math. State assessment data also indicates the greatest need for improvement in the core content areas of ELA and Math. From 2019 to 2022, overall ELA proficiency dropped from 59% to 56% proficiency (decline of 3%). In Math, Sunrise saw a decline of 8 percentage points in overall achievement (63% proficiency in 2019 to 55% in 2022). In addition, students who are currently in 5th grade are a target for improvement in ELA. In 2022, this group of students were in 4th grade. Their ELA achievement was 46%, thus qualifying Sunrise as a RAISE school. In 2021, this same group of students in 3rd grade demonstrated 47% proficiency in ELA achievement, thus qualifying Sunrise as a RAISE school for this year as well. RAISE is the acronym for Reading Achievement Initiative for Scholastic Excellence.

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 the past school year was the Covid-19 virus and the effects it has had on our students' instruction and learning experiences. Up through October, a significant amount of Sunrise teachers and students experienced absences due to illness up to 10 days. The mandatory teacher and student quarantines were a large barrier to students receiving quality instruction. In addition to the barriers presented by the virus, other factors contribute to our need for improvement in ELA, Math, and within our SWD and Black subgroup population of students. These factors include the following: core instruction that does not meet the full intent and depth of the standard, limited student engagement strategies, limited use of academic vocabulary, use of low-level instructional tasks, limited intervention support for low performing students due to a stationary model (Covid mitigation) for half of the school year, and implementation of new ELA curriculum. 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. Sunrise administration will be focusing on improving the practice of observation/feedback by implementing more follow-up observations to implement a more authentic model of this practice.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Science achievement showed the most improvement in 2022, improving from a proficiency of 49% in 2021 to 53% in 2022. Based on state assessments, the other two areas with the most growth was overall math achievement, improving from 53% in 2021 to 55% in 2022. In addition, students in our lowest 25th percentile have improved from 51% in 2019 to 56% in 2022. Sunrise also saw a significant increase in performance from student in our ELL (English Language Learner) subgroup. This subgroup of students has shown a steady growth over the past three years with 40% ELA proficiency in 2019, to 45% ELA proficiency in 2021, to 58% ELA proficiency in 2022. In addition, Sunrise met the Federal Index benchmark of 41% proficiency for ELL students with an overall percentage of 56%. Within the BLK subgroup of students, the areas of Lowest 25% in ELA (+13%) and Lowest 25% in Math (+16%) demonstrated the most growth since 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 2021-22 Schoolwide Improvement Plan was to increase Science proficiency by 5%, and we were 1% shy of meeting our goal. We were able to meet the Federal Index benchmark of 41% proficiency for ELL students in ELA with an overall percentage of 56%. We did not meet the Federal Index benchmark for our SWD and BLK populations, but 3 areas within our BLK subgroup has shown strong growth since 2019 (ELA LG +9%, ELA Lowest 25% +13%, and Math Lowest 25% +16%). Although we did not meet our goal to increase Math proficiency, we did improve our overall Math proficiency from 53% to 55%. Our Sunrise team worked hard implementing our 21-22 SIP with fidelity, so we believe many of these action steps facilitated improvement in these areas. High impact 21-22 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). In addition, the use of our hand-on science lab and the Penda instructional resource helped improve our science instruction and overall proficiency.

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 observation/feedback with follow-up 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 during grade level meetings and Friday professional development days. Sunrise will also work with our literacy coach and newly assigned math coach to provide support and modeling of accelerative learning strategies in ELA and Math.

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. In addition, Sunrise is moving toward a 1:1 ratio with computer technology. All students in grades K and 1st have access to individual iPads, and students in grades 2nd-6th will have access to individual laptop devices. Greater access to technology and support provided by our Sunrise technology integrator will support our teachers in utilizing these valuable instructional resources in the most effective way.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 FSA Math data shows 55% of Sunrise students performing at proficiency (Level 3 and above) compared to the state average of 55% and the district average of 59%. Data analysis reveals a strong need to continue a focus on improvement of core instruction in Math across all grade levels. 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. In addition, increasing math proficiency among our Black and SWD population of students is a strong area of focus. Math achievement and Math Learning Gains in these subgroups have decreased or remained stagnant since 2019.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Sunrise will increase on grade level Math proficiency by 7%, from 55% to 62% on the Florida Assessment for Student Thinking (FAST) for all students in grades K-6 by the end of the 2022-2023 school year. Sunrise will also increase Math Achievement within our Black subgroup of students by 7%, from 29% proficiency to 36% proficiency on the FAST assessment by the end of the 22-23 school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored throughout the year using the following measures:
 *iReady Diagnostic Growth (2 times per year) in Math
 *Florida Assessment for Student Thinking (FAST) in Math grades K to 6 (PM1, PM2, PM3)

Person responsible for monitoring outcome:

Tina Isaacs (isaacs.tina@brevardschools.org)

Evidence-based Strategy: Describe the evidence-based strategy

Overall Math performance will improve through implementation of the evidence-based professional practices of continuous observation, feedback, and follow-up. This includes 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

being

implemented for this Area of Focus. 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.

Explain the rationale for selecting this specific strategy. 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

Describe the resources/criteria used for selecting this strategy.

- 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will conduct routine classroom walk-throughs for the purpose of observing instruction, collecting evidence and data on instructional practices, and providing explicit feedback and follow-up to teachers. A common Look For tool will be utilized during walk-throughs and provided to all teachers. The areas of focus will be on the following indicators:

- Grade level, standards-aligned instruction during core
- Use of research-based/vetted curriculum resources that are aligned to the standard
- Use of academic language and vocabulary (by teacher and student)
- Strategies for authentic student engagement (such as student discourse and collaboration)
- High level/complex/challenging tasks, problems, and questions
- Students doing the work and thinking of the lesson
- Evidence of accelerated learning concepts

Person Responsible Carmen Elliott (elliott.carmen@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). Each teacher will participate in at least one session of walk-throughs and will be an observed teacher/classroom for the other teachers. Observers will use the common Instructional Practice Look For tool during walk-throughs.

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

Administration will meet quarterly with teachers for individual data chats to review student progress in Math, with an emphasis on the progression students within our Black and SWD populations.

Person Responsible Janene Jost (jost.janene@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 quarterly basis regarding the progression toward these goals. Teachers will bring evidence to support this work to scheduled MTSS 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, collaborative team planning strategies, and training on how to improve Math instruction. In addition, our newly assigned Math Coach, Mrs. Jeny Colbert, will provide support to teachers in improving core math instruction.

Person Responsible Tina Isaacs (isaacs.tina@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 data, FAST Progress Monitoring data, and common grade level assessment data to drive instruction and provide reteaching and enrichment opportunities for students.

Person Responsible Jamie Hamelin (hamelin.jamie@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 Science**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 state assessment Science data shows 53% of Sunrise students performing at proficiency (Level 3 and above) compared to the state average of 48% and the district average of 55%. In 2021, state assessment Science data showed 43% of Sunrise students performing at proficiency. Therefore, fifth grade student proficiency on the state science assessment increased by 10% this year. This data analysis reveals a strong need to continue a focus on improvement of science instruction across all grade levels to exceed the district average.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Sunrise will increase on grade level Science proficiency by 5%, from 53% to 58% on the Florida Standards Assessment for students in grade 5 by the end of the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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

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

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Renee Godwin (godwin.renee@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 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 Tina Isaacs (isaacs.tina@brevardschools.org)

Hands-on science materials are 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 Gina Sherman (sherman.gina@brevardschools.org)

Penda Science will be used as a supplemental resource/instructional tool for students in grades 3rd-6th. This software subscription was purchased by Brevard Public Schools.

Person Responsible Christina Hoolihan (hoolihan.christina@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)

Students in 5th grade will be offered the opportunity to participate in an after school three day Science Blitz in April. This opportunity will allow students to practice the science skills they have learned throughout the year and apply their knowledge to hands on scientific exploration activities.

Person Responsible Renee Godwin (godwin.renee@brevardschools.org)

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>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. English Language Learners have increased to 56% and are now off our schools ESSA subgroup watch list. However, our Black/African American subgroup decreased 1% and is on the targeted list once again at 40% . Our SWD subgroup decreased to 36%, which is five percentage points away from the minimum target. State assessment results from 2022 show Sunrise subgroup data trends indicate low performance and slow growth among SWD and BLK students. The percentage of these students attaining proficiency by the end of the school year is far below the percentage of students not falling within these subgroups. To summarize, Sunrise Elementary will focus on differentiating instruction to increase learning gains of students within our SWD and BLK subgroups.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Sunrise will increase on grade level proficiency in ELA for students in grades K-6 within the SWD subgroup and the Black subgroup to 41% or higher on the Florida Assessment for Student Thinking (FAST) by the end of the 2022-2023 school year in order to remove these subgroups from the Federal Index watch list. 41% is the Federal Index performance benchmark as outlined by ESSA (Every Students Succeeds Act). In addition, Sunrise will also increase Math Achievement within our SWD and BLK subgroup of students by 7% proficiency on the FAST assessment by the end of the 22-23 school year.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>This Area of Focus will be monitored throughout the year using the following measures: *iReady Diagnostic Growth (2 times per year) in Reading and Math *Florida Assessment for Student Thinking (FAST) in Math grades K to 6 (PM1, PM2, PM3)</p>
Person responsible for monitoring outcome:	<p>[no one identified]</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>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. This team-based approach allows differentiated interventions to be provided to students at-risk. While interventions are implemented, instructors and instructional leaders monitor the progress students are making in their specific problem areas. This approach informs instruction to allow teachers to better tailor</p>

implemented for this Area of Focus. instruction to meet students needs within core instruction as well. MTSS also encourages teacher collaboration, which is research-based and proven to be highly effective and critical in increasing student achievement.

Rationale for

Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize intervention to support ELA and Math intervention for students within the SWD and Black subgroups who are performing below grade level. All teachers will be Reading Endorsed. All 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. Academic Support Program funding will be utilized to support interventions during the school day, to include students within the SWD and BLK subgroups needing Tier II and Tier III supports.

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 use current materials and some materials will be provided through the High Quality Reading Materials grant. 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). We will also use iReady scaffolding lessons from the Teacher Toolkit.

Person

Responsible

Carmen Elliott (elliott.carmen@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 progress, specifically Students with Disabilities (SWD) and Black students (BLK). Student intervention progress will be collected on Form 7s. Students not making progress will be identified on a separate log for additional targeted supports.

Person

Responsible

Janene Jost (jost.janene@brevardschools.org)

Administration will meet quarterly 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 and BLK). Teachers and administration will work together to enhance understanding of subgroup progress through professional

development opportunities, specifically reviewing key take-aways from the Opportunity Myth (article) or our BLK subgroup and supports to enhance Executive Functioning Skills for our SWD population.

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

Teachers will use iReady assessment data, FAST Progress Monitoring 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 and BLK subgroups. Student progress data will be used to inform instruction and planning.

Person Responsible Heather Haman (haman.heather@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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

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). In 4th grade, this same group of students scored 46% proficiency on the FSA in ELA, qualifying Sunrise as a RAISE school once again. This indicates a strong need to improve our overall core instructional practices in ELA with a targeted focus on our current 5th grade students. 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.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

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). In 4th grade, this same group of students scored 46% proficiency on the FSA in ELA, qualifying Sunrise as a RAISE school once again. This indicates a strong need to improve our overall core instructional practices in ELA with a targeted focus on our current 5th grade students. 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 Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Sunrise will attain 56% or more students meeting grade level proficiency in ELA on the Florida Assessment for Student Thinking (FAST) in all grade levels K-2 by the end of the 2022-2023 school year.

Grades 3-5: Measureable Outcome(s)

Sunrise will increase on grade level ELA proficiency by 7%, from 56% on the Florida Standards Assessment (FSA) to 63% on the Florida Assessment for Student Thinking (FAST) for all students in grades 3-6 by the end of the 2022-2023 school year.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This Area of Focus will be monitored throughout the year using the following measures:

*iReady Diagnostic Growth (2 times per year) in Reading

*Florida Assessment for Student Thinking (FAST) in Math grades K to 6 (PM1, PM2, PM3)

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Elliott, Carmen, elliott.carmen@brevardschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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 Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Schools that incorporate routine observation and feedback and follow-up 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:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>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:</p> <ul style="list-style-type: none"> -Grade level, standards-aligned instruction during core -Use of research-based/vetted curriculum resources that are aligned to the standard -Use of academic language and vocabulary (by teacher and student) -Strategies for authentic student engagement (such as student discourse and collaboration) -High level/complex/challenging tasks, problems, and questions -Students doing the work and thinking of the lesson -Evidence of accelerated learning concepts 	<p>Elliott, Carmen, elliott.carmen@brevardschools.org</p>
<p>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). Each teacher will participate in at least one session of walk-throughs and will be an observed teacher/classroom for the other teachers. Observers will use the common Instructional Practice Look For tool during walk-throughs. Teachers will identify school trends to monitor progress toward improvement and use these opportunities to learn new engagement strategies to strengthen personal instructional practices.</p>	<p>Orcutt, Susan, orcutt.susan@brevardschools.org</p>
<p>Administration will meet quarterly with teachers for individual data chats to review student progress in ELA with an emphasis on the progression of the lowest 25% and current 5th grade student ELA achievement (this group of students qualified Sunrise as a RAISE school the past two school year).</p>	<p>Isaacs, Tina, isaacs.tina@brevardschools.org</p>
<p>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. Student progress monitoring will be collected on Form 7s. Students not making progress will be identified for additional targeted supports.</p>	<p>Bishop, Kelly, bishop.kelly@brevardschools.org</p>
<p>Purchase and use of Write Score assessments to support writing (ELA) instruction and feedback for students and teachers in grades 4-6. Teachers will use this feedback to improve instructional practices.</p>	<p>Elliott, Carmen, elliott.carmen@brevardschools.org</p>
<p>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).</p>	<p>Haman, Heather, haman.heather@brevardschools.org</p>
<p>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</p>	<p>Jost, Janene, jost.janene@brevardschools.org</p>

Action Step	Person Responsible for Monitoring
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).	
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.	Elliott, Carmen, elliott.carmen@brevardschools.org
Teachers will use iReady data, FAST Progress Monitoring data, and common grade level assessment data to drive instruction and provide reteaching and enrichment opportunities for students.	Isaacs, Tina, isaacs.tina@brevardschools.org
Teachers in grades K-6 will schedule time each week to collaboratively plan, ensuring instructional commonality across the grade level.	Hamelin, Jamie, hamelin.jamie@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.	Isaacs, Tina, 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.	Jost, Janene, jost.janene@brevardschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, the Resilience Award for the 2020-2021, and the Platinum Award (highest available) for the 2021-22 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 the implementation 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). A Critical Needs Assessment Team was established to develop a school wide plan that focused on implementing the feedback from these surveys for the 2022-23 school year. Insight survey data indicated growth in instructional planning, academic opportunity, retention strategies, and observation/feedback. The greatest area for improvement was academic expectations. Teachers felt students are overburdened by the demands of the standards and need something different other than instruction outlined by the academic standards. 34% of teachers stated they spend a lot of time reviewing standards from previous years. The noteworthy point is this data is not completely aligned with student perspectives from the Youth Truth Survey. Approximately half of our students want to see academic challenge increased, which indicates they do not feel overburdened by the demands of the standards. Our students welcome and desire the challenge and hard work. Feedback from these surveys also informed and guided our school's planning of two parent and family involvement nights, cafeteria tokens to increase positive behaviors, new bus procedures, morning meeting strategies and ideas, re-establishment of Student Leadership, and the creation of The Sunrise Salute to build a positive school culture and form a sense of belonging for all students (an identified area of growth for Sunrise on the student Youth Truth survey).

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

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 are asked to support continuing education in the home environment 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. These opportunities are organized, maintained, and operated through the collaboration of school stakeholders to include many teachers and volunteers. 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 be receive the Sensational Sea Turtle Award- a honorary award for employees demonstrating outstanding work ethic, values, leadership, and exemplary educational beliefs and actions.